



# CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

NUMBER

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# CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

VOLUME XX

NOVEMBER 1951

NUMBER 2

The California Journal of Elementary Education is published quarterly in August, November, February, and May by the California State Department of Education. It is distributed without charge to school officials in California primarily concerned with the administration and supervision of elementary education and to institutions engaged in the training of teachers for the elementary school. To others the subscription price is \$1.00 a year; the price for single copies is 30 cents. Subscriptions should be sent to the Bureau of Textbooks and Publications.

Entered as second-class matter September 13, 1932, at the Post Office at Sacramento, California, under the Act of August 24, 1912.



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## EDITORIAL COMMENT AND NEWS NOTES

### INTEGRATION OF SAFETY EDUCATION

"Is Integration Enough?" was the topic assigned for discussion in the Elementary Education Section of the 1951 California Traffic Safety Conference held at Sacramento, October 25-26, 1951. The section leader was Ray B. Dean, Assistant Superintendent of Schools, Sacramento City Unified School District.

The topic as stated implied that teaching safety by diffusing it among other subjects or unit areas is not enough and that safety should be assigned a specific place as a separate subject in the school curriculum.

The fifty or more educators who participated in the discussion included classroom teachers, principals, supervisors, and superintendents of schools from various parts of the state. The opinions expressed covered a wide range—from those who believe that best results obtain when the separate subject of safety is taught directly to children to those who think that a unit approach involving a number of subject-matter fields, including that of safety, is the best method of making the teaching effective in the lives of children.

An advocate of the separate-subject approach stated that

... Perhaps because we actually claim that we teach safety through integration, there is a certain amount of disintegration taking place, rather than a real program in Safety Education.

This opinion was countered by a number of participants who contended that pupils were acquiring and practicing safety habits to a high degree as a result of learning through units of work and through school activities. A large majority of those present seemed to favor this latter point of view and they explained methods and techniques of including safety education in units of work at various levels in the elementary school.

### ACE AND UNESCO

The Association for Childhood Education is a professional organization working for the betterment of children throughout the world. Children are its first concern, regardless of race, color, or creed.

California has forty ACE branches, with a total membership of more than five thousand members. The California Association for Childhood

Education is a branch of the ACEI (Association for Childhood Education International), 1200 Fifteenth St., N.W., Washington 5, D.C., which is made up of 592 branches in the 48 states. There are ACEI members in 63 locations other than the United States. The membership exceeds 64,000 teachers, all working for betterment in the lives of children at home and around the world.

ACEI works closely with UNESCO in helping to promote world understanding, co-operation, and peace.

ACEI helps to furnish books, pencils, and other much-needed school supplies to the less fortunate teachers and children in every country.

ACEI helps to build world friendship by encouraging correspondence between "pen pals" in different countries. The pen may indeed prove to be mightier than the sword.

ACEI encourages boys and girls of all ages to join wholeheartedly in helping to preserve and strengthen the United Nations.

Through organized effort today, ACEI hopes to build world peace for tomorrow. Every teacher is invited to join and share the privilege of working for the cause of children everywhere.

Interested persons are invited to communicate with California headquarters. Mrs. Viola Moseley, 720 Weldon Avenue, Fresno 4, California, is president of the California Association for Childhood Education for 1951-52.

### MAPS OF CALIFORNIA

The Division of Mines of the State Department of Natural Resources has offered for sale to school districts a set of two companion maps of California, each measuring 22 by 24 inches.

The basic map is a shaded relief map of the state, prepared by shading a contour map (scale: 1: 1,000,000) and later removing the contour lines. Important features of the relief, especially those related to geology, were accentuated by the artist after he had flown over the entire state and observed the surface relief from the air. The scale of the reduced final product is approximately 30 miles to the inch.

The companion map is a geomorphic map prepared by the Chief of the Division of Mines in 1928. It contains brief descriptions of the 12 geomorphic regions of the state.

Sets of these maps may be ordered from the State Division of Mines, Ferry Building, San Francisco, at 77 cents per set, including sales tax.

## RESOLUTIONS<sup>1</sup>

### CALIFORNIA SCHOOL SUPERVISORS ASSOCIATION

In the face of chaotic conditions in the world today and the pressing problems confronting our nation and our state, we, the members of the California School Supervisors Association, reaffirm our faith in democracy and in free public education. We renew our pledge to do our utmost to carry out the purposes of this association which are:

To promote the welfare of children and youth

To maintain the faith of the American people in education essential to democracy

To improve the professional competency of its membership

To develop potential qualities of democratic leadership in its members

To provide an opportunity for expression of group opinion on significant educational issues

To contribute with other organized groups to sound educational planning

The concern of the California School Supervisors Association is expressed in the following resolutions some of which are outcomes of the working professional committees and various section organizations of this association.

Therefore, be it resolved:

#### 1. *Preservation of American Democracy*

We pledge anew our faith in the principles and ideals upon which our country was founded. In this time of crisis, when forces both within and without our country seek to undermine the democratic way of life, we rededicate ourselves to the better understanding and practice of democratic principles.

We believe in education as the major force in the perpetuation of democracy, and resolve to strengthen our efforts in helping children and youth grow into democratic citizenship. To this end we shall help young people, through the practice of democratic living in every classroom, come to realize and appreciate the rights and privileges, together with the duties and responsibilities of citizenship. The education profession stands firm in devotion to its main task, the preservation of democracy.

#### 2. *Balanced Educational Program*

We pledge ourselves to give constant attention to the improvement of educational programs.

We have faith in the democratic practice of local control by lay boards of education in establishing policies for each school district. We recommend the use of the *State Framework for Public Education in California* in local curriculum development.

We recommend that all schools continue to emphasize a balanced program designed to meet the needs of democratic citizens, such as mental and physical health, American ideals and institutions, moral and spiritual values, the three R's, science, the arts and other areas of instruction required by the State.

<sup>1</sup> Passed at the Annual Conference of the California School Supervisors Association held in Sacramento, California, October 6-10, 1951.

We recommend that thorough study of individual children continue to be made to determine whether students are achieving what can reasonably be expected of them in terms of their varying abilities, that appropriate instructional methods and materials be planned for classroom work with children each of whom differs from others in personality and in maturity (physical, social, emotional, and mental), and that a variety of evaluation instruments be employed.

We commend the progress being made through instructional planning for mentally retarded children, for gifted children and for physically handicapped children.

### 3. Understanding Public Education

We recognize that the local community in our American democracy has the legal and moral responsibility for the development of a sound educational program to meet the needs of its children and youth.

We believe that effective communication between school boards, administrators, professional staffs, and the people of the community is essential to the discharge of this responsibility.

We further recognize that constructive suggestions and public support for education can be secured only through full operation of democratic processes.

We further believe that educators should continue to develop strong school-community relationship programs by increasing the opportunities for citizens to participate with trustees, administrators, teachers, and pupils in the joint planning of more effective educational programs to meet the needs of children and youth.

We therefore accept our part of this responsibility to work more closely with the citizens of our communities; to furnish them with the objective data by which to evaluate properly the schools, and thereby develop together, through democratic processes and understanding, a higher vision of the full potentialities of public education for our people.

We commend the publication of, and suggest a wider use, of such co-operatively developed guides as *Teaching American Citizenship in California Schools*; *The Modern Curriculum*; *Reading, Writing, Arithmetic Today*, all of which have been made available through the sponsorship of the California Congress of Parents and Teachers.

We further propose that representatives of CSSA meet with the representatives of other professional educational organizations to consider further action directed toward a better understanding of public education on the part of our citizens.

### 4. Moral and Spiritual Values

We recommend that every public school continue and intensify the emphasis on moral and spiritual values in order to develop strong character, integrity, and ethical conduct in children and youth as a means of fortifying our democratic society with moral controls.

We believe that the home, the church, and the school and all other educative forces in the community share the responsibility for inculcating in children and youth moral and spiritual values; that our democratic society places on the home and the church the obligation to instruct youth in a religious faith; that the public schools should continue to teach youth moral and spiritual values accepted by all religious faiths and can do this without jeopardizing religious freedom and endangering the policy of separation of church and state.

We pledge ourselves to set up classroom conditions and situations for children and youth to assume personal responsibility, self-control, self-reliance, self-direction and initiative as individuals and to manifest co-operation, consideration, self-government and group participation skills in group undertakings.

We commend and suggest widespread use of the outstanding publication by the Educational Policies Commission: *Moral and Spiritual Values in the Public Schools*.

#### 5. Conservation Education

We urge every school district to set up working committees to re-examine opportunities for conservation education in curricular offerings in the elementary school, the secondary school, and adult education.

We recommend that such programs be developed in conformance with the *Guidebook for Conservation Education*, a joint publication of the State Department of Education and the State Department of Natural Resources.

We recommend that every school put into action a well organized planned program for every grade level which stresses the importance of natural resources to the region and to the nation and which provides strong incentives and the "know how" of wise use of vital resources.

We believe that through education we can avoid critical shortages which would undermine the prosperity of our nation and the welfare of our people.

#### 6. United Nations and UNESCO

We pledge our support of the principles of the United Nations Charter and the procedures established to adjust unresolved differences between nations.

We believe that under present world conditions our national goals for freedom, security and peace and those of the other free member nations can be achieved best through the moral force and co-operation which find expression through the United Nations.

We commend the program and action of the United Nations in combining military forces to repel the aggression of communist imperialism in Korea.

We recommend that members of the CSSA participate in local chapters of the United Nations Association and encourage adults and students to join together to work in the program of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

#### 7. Human Relationships

We commend the progress toward a still stronger program of human relationships at national, state and local levels. We subscribe strongly to those constructive educational approaches which attempt to use scientific knowledge in the development of sound interpersonal, intergroup, and intercultural relations.

We wish to give moral support to communities, boards of education, school administrators, teachers, and pupils who respect the dignity and worth of every person and provide opportunity for each individual to participate and make a contribution without discrimination because of race, color or religion. We commend school systems which employ qualified members of all groups.

We urge emphasis in all classrooms on developing an understanding of and devotion to democratic ideals by practicing, in day-to-day living, co-operation, fair play, consideration and respect for the rights and property of others.

#### 8. Civilian Defense

We accept the obligation to work with the Community Civil Defense Agency responsible for planning, selecting, organizing, and carrying out activities and services for the protection and emotional security of children of school age and of all citizens in the event of emergency.

We therefore pledge our co-operation with the Civil Defense Agency to organize citizens into units of democratic action to achieve a secure national defense.

### 9. *School Construction, Equipment, and Supplies*

We believe that education in this period of continuing world crisis is a vital defense activity dedicated to the preservation of American Democracy.

We urge therefore that priority be given to the public schools for the critical defense materials needed for the construction of new school buildings, and playground areas, for plant maintenance, for equipment, and for supplies.

### 10. *Driver Training*

We commend the splendid safety record of youth who have had driver training in the public schools. We recognize that the maximum effectiveness of such programs cannot be achieved without financial support. We therefore recommend the appropriation of sufficient state funds to support adequately the programs of driver training in the high schools of California.

### 11. *Television*

The Committee on Instructional Materials approves and supports the action taken by the Federal Communications Commission in their recommended allocation of television channels for education.

We recommend continued expansion of experimentation on educational possibilities of television in co-operation with established commercial television stations.

### 12. *Recruitment of Supervisors*

We recommend that the organization give attention to recruiting and encouraging potential supervisors of high caliber.

### 13. *Special Education*

We believe that at all times, and particularly in times of crisis, education should strive to relieve tensions of all children and teachers. Children with deviations, whether mental or physical, need special consideration. We appreciate and commend the assistance given to special education by the California State Department of Education and our CSSA. We believe there should be a continuance of this co-operation to extend special educational facilities to all of California at both elementary and secondary levels and to enrich the programs already in existence.

### 14. *Rural Education*

We recognize the significant research done in the field of Rural Life and Education during the past two years in California made possible by the California State Department of Education and the Rosenberg Foundation.

We recommend that all educators in California in both rural and urban areas make full use of these studies in evaluating and improving curriculum and other educational procedures so that the goals set forth in the Charter of Education for Rural Children may be realized.

### 15. *Guidance*

We commend the State Department of Mental Hygiene for taking the initiative in forming the California State Interdepartment Committee on Mental Health.

We recommend that this committee undertake a study of the mental health needs in our state, particularly as they are demonstrated at school. To further this project, we recommend that all school personnel give this interdepartment committee their confidence and assist them in all of their studies.

We wholeheartedly commend and support the recent action of the State Department of Education in appointing a state-wide Committee on Cumulative Records

representative of all the school levels and dedicated to the improvement of cumulative records and their cooperative usage throughout all schools in the state.

We commend highly the work of the California State Department of Education in undertaking the publication of practical materials, expressive of the best practices in education in our schools, and thus giving guidance to school personnel in our state. We urge the continued participation of CSSA Professional Committees to assist the Department of Education in further research, preparation and publication of other needed materials.

We believe that positive human relationships are strengthened through many opportunities to work and play together, that insights into self and others is gained by these experiences. To further this growth in understanding human relationships, we recommend that, in addition to conferences, workshops, and institutes, the State Department of Education encourage and/or provide for the development and continuation of child study programs throughout the state.

We believe that in light of the present educational crisis and the many tensions of children and adults, efforts should be made to foster better personal-social relationships through such action programs as child study groups, parent-teacher workshops, individual and group conferences. We recommend that responsibility be accepted by local school districts, county schools offices, and the State Department of Education for implementing such action programs.

The appreciation of this organization is hereby expressed to the members of the State Committee on Credentials in Pupil Personnel Work. The administrators, counselors, psychologists, supervisors of attendance, and child welfare co-ordinators, school social workers, college and university instructors, and State department staff who are members of this group have invested much personal time and money in the work of this committee during the past two years. It is expected that their efforts will result in a higher quality of service to children and youth throughout the State of California.

#### 16. *Legislation*

We recognize that the present crisis in California is primarily caused by the unprecedented migration and increase in birth rate. This growth, together with the lessened purchasing power of the dollar, makes imperative immediate increased support for local school districts from state and national sources. We commend the California Association of School Administrators for their effort toward securing adequate school finance.

We urge equalization of the support of public education in California and strongly favor equalization of property assessments on a state-wide basis.

#### 17. *Work of the National Education Association*

We commend the work of the National Education Association Committee on Tenure and Academic Freedom and the national Commission for the Defense of Democracy Through Education. We urge members of our association to lend active support to the efforts of the committee and the commission.

#### 18. *Library Consultant*

We support the action of the State Library Association in requesting that a library consultant be added to the staff of the State Department of Education and further recommend that members of CSSA be encouraged to inform their legislators of the need for adequate staffing of the State Department of Education to meet the needs resulting from increased enrollments and requests for increased educational services throughout the state.

19. *Conference, 1951*

We expect as a result of our study together of the tensions, fears, and problems of morale affecting human beings that our processes of guidance will be more purposeful, and that our philosophy of education will have materially been unified. We hope that the theme "Education in a Time of Crisis" will be an impetus for study in all sections and areas of California throughout this year.

20. *Appreciations*

We wish to extend our thanks to Dr. Roy Simpson, Superintendent of Public Instruction of the State of California, and his able staff for continuous leadership and assistance.

We congratulate our president, Dr. Lavone Hanna, and our officers and working committees for successful planning of an inspirational conference.

We wish to thank Helen Heffernan for the breakfast sessions and for the preparation of the preconference study guides and bibliographies for the study groups.

We wish to thank the local co-chairmen, Helen Heffernan, Ruth Dodds, Lelia Ormsby, Ray B. Dean, and their many workers for the excellent detailed follow-through of the general plan for the conference and for the final arrangements and selection of our most distinguished group of guest speakers who set the stage for one hundred and five study-group sessions.

We wish to extend our appreciation to all our hosts in Sacramento for their gracious hospitality, thoughtful courtesy and well-planned and detailed arrangements, with particular mention of the beautiful music and flowers.

We wish to express the deep appreciation of the association to the Sacramento Chamber of Commerce, to the Sacramento press for news releases, to local radio stations, to the exhibitors for excellent displays, and to the many others who have helped so generously to make our conference a success.

Your Resolutions Committee recommends that the foregoing resolutions be adopted by the California School Supervisors Association at its annual business meeting in Sacramento, Tuesday, October 9, 1951, and that copies be sent to the membership and to all individuals and groups mentioned in the report.

Respectfully submitted,

ROXIE ALEXANDER  
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OREON KESSLAR

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GORDON McKEON  
EVA RIECKS  
GRETCHEN WULFING  
MARTHA T. FARNUM, *Chairman*

## THE WORLD IN TIME OF TENSION<sup>1</sup>

MRS. VERA MICHELES DEAN, *Editor,*  
*Foreign Policy Association*

The United States, through no conscious choice of its own, has in the lifetime of this generation risen to the position of one of the world's two super-powers. This ascent has been accomplished with such dizzying rapidity that all we have time to do for the present is to keep abreast of the turbulent rush of events around the globe in which we have suddenly acquired a life and death stake and for whose future unfolding, for better or worse, our contemporaries hold us responsible.

Not that other great powers had an opportunity in the past to formulate and implement policies on the basis of careful calculations of risk and advantage. The British, who perhaps more than any other people in modern history have appeared to know where they were going in world affairs, pride themselves on "muddling through"; and it would be hard to point to any nation that has consistently achieved the goals it had set for itself in any given period. Unlike other great powers, however, the United States emerged in the arena of global politics almost wholly lacking in armor of experience accumulated through ages of contacts with other peoples. We had been so absorbed for nearly two centuries in building here a great society in what was once a wilderness that we had little time and even less disposition to participate in the construction and maintenance of the world balance of power, except for our interest in overseas trade along ocean routes once guarded by the British navy.

When that balance of power was shattered by two world wars and their far-reaching consequences, we found ourselves so busy learning the rudiments of the new and infinitely complex role thrust upon us with little advance notice that we have not had the leisure to take stock of our position and to discover exactly how we look to the many nations, differing widely in history, traditions, political and economic circumstances, whom we oppose as potential enemies, work with as current allies, or hope to win over as future friends.

There is little doubt that at the core of our deep-seated national tension, reflected in our contradictory inner anxieties which find vent in character assassination, is a feeling of profound bewilderment over the unprecedented role the United States has been called upon to play

<sup>1</sup> An address delivered at Annual Conference on the Direction and Improvement of Instruction and on Child Welfare, Sacramento, California, October 7, 1951.

with little or no preparation. We have a zealous desire to assume leadership throughout the world, yet are often unsure both of our own aims and of the attitudes of the peoples whose support we seek to enlist or whose enmity we seek to deter. Our knowledge of the rest of the world is still relatively limited, and often reduced, in political discussions, to great oversimplifications. . . . The result is that we tend to tear each other apart and thus destroy the fabric of the democratic society we strive to defend, instead of husbanding our energies for the difficult task of dealing with the world not as we wish it could be, but as in reality it is.

A great deal of our present tension over world affairs could be relieved, as all states of tension can be relieved, by a clearer comprehension of the problems we face. For without understanding these problems we can hardly hope to tackle them intelligently. Here, again, lack of knowledge fosters unreasoning fears on our part. . . .

What are the focal points of world tension which we must attempt to understand to the best of our ability? . . . It is possible to define six general areas of world tension which educators should explore and with which they should try to acquaint their students.

1. Political and economic systems are being reshuffled throughout the world at such a rapid pace that we are justified in speaking of a global revolution. Old capitalist nations in Western Europe are changing over to various forms of socialism, notably in Britain and the Scandinavian countries. Underdeveloped areas which until recently had been untouched by the Industrial Revolution—including Russia and China—are in ferment, some brought under Communist control, others striving to maintain or develop political freedoms while establishing government controls over their economy. Of the world's many nations, only a handful, concentrated in the Atlantic area, have had experience with what we call political democracy. Most of the others have lived hitherto under authoritarian rule of one kind or another, either native or colonial—and this includes such great nations as Germany, Japan, and India. It is not enough to demand, as many of us do, that peoples untutored in democratic practices should develop them overnight. What is necessary is to discover the circumstances which, if they could be created with our aid, might ultimately—and that may mean many years of travail—lead to the development of institutions that could be described as democratic.

2. The delicate balance of power established in Europe and Asia during the nineteenth century by the then existing important nations—Britain, France, Russia, Japan, China, and Italy—was completely broken up as the result of two world wars, which led to the defeat of Germany, Japan, and Italy and the grave weakening of Britain and France. In the wake of World War II only two great powers—or rather superpowers—remained, the United States and the Union of Socialist Soviet Republics.

It is not surprising that these two superpowers should have clashed in the past six years at many new points along their respective peripheries where through the creation of power vacuums they came into contact, often for the first time in their respective histories. The great miracle is that these clashes, except for the still localized war in Korea, have not yet led to all-out war.

What we are witnessing today is the gradual restoration of a new balance of power through the revival of Germany, Italy, and Japan and the return to world politics of Britain and France. In the past we have tended to deride the very phrase "balance of power," on the assumption that this was a peculiarly British device unworthy of Americans. We are learning by harsh experience that it is just as impossible to live without some balance of power in world affairs as it is to live without a balance of power in our various civic organizations, in our local communities, in our nation, or in relations between employers and workers. Our concern should be to make sure that the balance of power now in the making through the creation of the North Atlantic coalition is used for constructive purposes, and for defense against aggression from any quarter, not for destructive purposes, for preventive war, as so many alliances have been used in the past.

3. The ancient struggle over the balance of power which has been going on since the dawn of history has been vastly complicated, and is often overshadowed, in our time by the struggle of ideas between democracy and communism, as it was only a decade ago by the struggle of ideas between democracy and nazism or fascism. Events have demonstrated that nazism and communism thrive on the maladjustments and frustrations of peoples who have found no way of coping with their problems except through resort to revolution and dictatorship. In this sense, nazism and communism, greatly as we abhor them, reflect genuine needs on the part of human beings who have found no hope in other existing political movements. The remedy, then, is not merely to stamp out nazism and communism and resort to indiscriminate witch-hunting. The remedy is to alleviate the political, social, and economic maladjustments of our times. This is a herculean task. No one can predict how much time, effort, and money it may take. The Marshall Plan, military aid to our allies, our modest Point Four program for underdeveloped countries, generous and farsighted as they are, represent only a small step toward the vast change-over in production methods, social customs, political systems and so on which must be made sooner or later if further explosions, such as took place in Russia in 1917 and in China during the past twenty years, are not to occur elsewhere. Perhaps the greatest contribution we can make in this respect is to accept the fact that the world is changing, that we cannot, like a new Canute, hold the tide back, and

take the initiative in speeding changes which we ourselves recognize as necessary—such as land reform—instead of fearfully trying to postpone them because they also happen to be supported by Communists.

4. It is now evident that the United States, with the aid of our allies in Europe and other parts of the world, can contain Russia—as the British throughout the nineteenth century contained the Tsarist Empire—by firm but unhysterical use of military strength. It is not quite so clear whether we can prevent people from believing in communism—or in other isms—even after we have brought to bear the maximum of our economic and military aid. The job of controlling the thoughts of men is a highly delicate and perilous job. We have yet to resolve for ourselves the question whether communism is conspiracy pure and simple, or whether it also represents a faith which attracts in other countries many decent and intelligent people who have found no satisfaction in alternative beliefs. To the extent that communism represents a genuine faith for many people, it is less a victory for Russia than a symptom of weakness on the part of Western civilization. Here again, the remedy is not so much to denounce communism as to give new vitality and hopefulness to the democratic way of life—not merely for ourselves, but for other peoples who have suffered for so many years from the ravages of wars and from economic hardships. If we do this, we may discover that communism was a blessing in disguise, by needling us to reinvigorate our beliefs and institutions at a time when we had begun to take them too much for granted.

5. Perhaps the most striking aspect of the contemporary world is the emergence on the political scene of millions of nonwhite peoples who until recently had been living under colonial rule. To some of us their emergence spells a new danger—the old fear of “the rising tide of color.” Quite aside from the ideals of racial equality which are an integral part of our democratic creed, it is essential for the future security of this nation that we should recognize the importance of the role nonwhite peoples will henceforth play in world affairs, and adjust ourselves to this new situation. This, in turn, should help us to see in better perspective our relations with our negro fellow citizen—relations which in our own midst have created many points of tension. As long as we retain even a shred of the mentality which demands signs over any institution in our land marked “For Whites Only,” the United States will remain vulnerable to the hostile propaganda not only of the Communists, but also of non-Communists in nonwhite nations who are otherwise well disposed toward us.

6. The nations of the world, including our own, are making a slow and painful transition from unrestricted national sovereignty to partici-

pation in an international organization where national sovereignty, by definition, must be adjusted to the needs of the world community as a whole. The United States has blazed a historic trail in this direction by deciding, in June, 1950, to place its armed forces in Korea under the sponsorship of the United Nations. We must persevere in the example we ourselves have set. We must resist the natural temptation to "go it alone" and try to mesh all our principal decisions in world affairs with the machinery of the United Nations. This will not be easy. Any nation, but especially a great power, finds it difficult to accommodate its interests to those of others. Moreover, the peace settlements with Germany, Japan, and Italy, as agreed by the wartime allies, were excluded from the sphere of operation of the United Nations, and as a result there has recently been a tendency to reach the most important international decisions outside the UN. Should this tendency persist, even with the best of intentions, the UN, like the League of Nations before it, could all too easily be shorn of all significance and be reduced to a hollow shell.

Ever since the first explorers and pilgrims came to our shores, America has been a promised land. The Statue of Liberty, holding aloft its indomitable torch, has symbolized to all the world hopes of freedom, progress, and prosperity. . . .

Now that through force of circumstances the United States, emerging from nearly two centuries of absorption in its own affairs, has irrevocably assumed its part as a member of the international community, we have a natural and commendable impulse to extend the promises that once beckoned those who sought a haven in the New World to all the inhabitants of the Old who are not opposed to our ideas and practices. It is important, however, that the promises we hold out should be rewritten in terms not of wishful, if noble, thinking on our part, but in terms of what can be accomplished in other parts of the world under existing circumstances. Nor must we, through fear of the problems that face us abroad, so diminish our own liberties at home as to rob ourselves of the strongest appeal offered by this country—the appeal of faith in the integrity and validity of the individual. We know we can raise armies, build arms factories, produce atomic bombs and even more extraordinary weapons. But all these will prove futile unless we continue to produce men and women who are dedicated to the preservation and enlargement of human freedoms. This is the greatest victory the United States can win.

## THE EFFECT OF THE INTERNATIONAL CRISIS UPON THE SCHOOLS IN CALIFORNIA<sup>1</sup>

ROY E. SIMPSON, *Superintendent of Public Instruction*

Times of international crisis may be likened to periods of inharmonious harmony. They are periods when we must have a willingness to accept less than the full measure of our personal needs. Professional organizations are happy with the fine program of public education that has been developed and carried on under trying circumstances and many great handicaps.

I do not imply that we are free from needed improvement and further analysis. The mobilization period has caused rapid and serious inflation. The salaries of teachers have been increased to three thousand dollars for fully credentialed teachers effective July, 1952, but even with this increase we are not attracting sufficient new people into the teaching profession.

### TEACHER SUPPLY

The Department of Education is both a leader and a co-operator in the development of improved standards for teacher education. This is being achieved through a re-examination of requirements which individuals should meet before securing credentials to teach in the public schools. . . . There is no doubt that the new standards will require more thorough knowledge of teaching fields and more capability in classroom procedures. . . .

Requirements for credentials constitute a brief statement of teachers' qualifications and should be developed as carefully as possible. The standards are guides to the institutions of higher learning that are approved as teacher-education institutions; they are guides for the State Board of Education's Accreditation Committee, under whose auspices the colleges are periodically inspected and advised on ways and means of improving their programs. In this effort the colleges are likewise helped by the Council on Teacher Education, a vigorous body containing representation from the educational groups of the state.

Administrators have been generous in permitting members of their staffs to engage in investigations of teachers' qualifications and in the development of new standards for credentials. It is believed that this work

<sup>1</sup> An address delivered at Annual Conference on the Direction and Improvement of Instruction and on Child Welfare, Sacramento, California, October 7, 1951.

should continue. . . . The hope is ventured that school administrators will have the interest and find the time to express their view of these developments.

### CRUCIAL PROBLEMS

The elementary schools of California are confronted by the most crucial problem in the history of education in our state. An unprecedented increase in enrollment has resulted in critical shortage of buildings and teachers. Many children now in junior high school have never attended a full day session of school.

With the support of the California Legislature and by direct vote of the people of California, great strides have been made toward meeting the schoolhousing shortage. . . . However, administrators will be devoting major concern to problems involving provision of needed physical facilities for a long time to come.

In the meanwhile, what can be done to maintain the quality of educational experience provided for our girls and boys? With more than 5,000 emergency-credentialed teachers employed in elementary schools, it is evident that the competence developed through professional education must be lacking. . . . Many excellent reports come from school administrators concerning the quality of service of many of the emergency teachers and their willingness to participate in the in-service educational activities designed to improve their competence. We appreciate this spirit. . . .

The problem of providing well-trained teachers in every classroom, however, is severely critical. The question occurs to us: What would industry do if confronted by a similar problem? . . . We know the answer immediately. Industry would set about the task of providing the essential training without delay.

Major emphasis in the years ahead must be on the in-service professional education of teachers. Every city, county, and school district should evaluate its present program as a basis for determining the areas of needed emphasis. Every school person knows how important it is for teachers to understand the purposes of education and basic educational principles, but sometimes work with teachers remains too long in the realm of the theoretical. Elementary school teachers need training which will be immediately reflected in improved instructional methods. Teachers' workshops and conferences should be designed so practically that teachers return to their schools following such experience better qualified to give basic instruction. . . . We are justified in using time for the in-service education of teachers just as industry is justified, but the training must be so practical that it yields immediately discernible results in improved methods of guiding the learning experiences of children.

## UNDERSTANDING CHILDREN

Nothing previously stated about our responsibility for increasing the competence of teachers should be misinterpreted as underestimating the importance of helping teachers to understand children and their developmental needs. The most significant educational research of the past two or three decades has been directed toward better understanding of human growth and development.

Certain inescapable social problems point to the importance of this understanding. . . . Our own State faces almost insuperable burdens in caring for citizens who have broken down under the tensions and stresses of life. . . . Over 1,700,000 men who came to the draft centers during World War II were rejected as unfit for military service because of personality disorders; another 700,000 were discharged following induction for the same reason. . . .

Well-authenticated research shows that 75 to 85 per cent of persons discharged from employment were dismissed because of personality problems. . . .

In 1948, nearly two million crimes were recorded in the United States. Many of these crimes were committed by persons who knew how to make a living but not how to make a life. . . . In 1949, we had more than 53,000,000 man days of idleness in our country due to strikes.

These are overwhelming facts, but they point inevitably to the conclusion that the efforts of teachers must be intelligently directed toward helping girls and boys develop healthy personalities. The ability to form warm interpersonal relationships, the ability to love and inspire, the quality of feeling with and sympathizing with children—these are the special assets of successful teachers which are of the utmost importance in preventing the mental and emotional breakdown which the social conditions previously referred to reflect.

We have grave responsibility in our work with teachers and with parents in helping them to understand that behavior is caused and is not its own cause; that the causes of behavior are not isolated but are complex, multiple, and interrelated and that if we study behavior sympathetically, it will tell its own story. . . .

## CHARTER FOR RURAL EDUCATION, 1944

The impact of the international crisis also re-emphasizes our need to evaluate rural education today in order that we may assess the provisions of the Charter of Education for Rural Children which was an outgrowth of the White House Conference on Rural Education in 1944—October 5 was the seventh anniversary of that proclamation.

## ADVANCEMENT IN CURRICULUM

The curriculum of our schools recognizes and teaches the fundamentals of communication—reading, writing, and numbers—along with the other basic needs for American living.

Out of the turmoil created by many unjustified attacks upon public education in this country, a few rather clearly defined responsibilities of public education have been defined.

One of these responsibilities is to develop an understanding by our citizens of the significance to American democracy of public education as a social institution. . . . A satisfactory answer to this problem can not be provided at the state level until there has been a period of exploration and pioneering with units of instruction in the local school district. We need such local exploration in order to gain the experience necessary to determine grade placement and the ways in which such instruction can be most appropriately and most effectively offered.

I would urge every school supervisor and director of education to . . . explore . . . the existing curriculum to determine the points at which, and the ways by which, effective instruction upon the place of the public school in American democracy can be developed. Such instruction should create a real understanding of the inherent relationship between American ideals and ideology and the existence of a strong, vital, and unfettered public school system.

I ask further that you keep us informed of the progress that you have made and that you send us whatever materials have been developed, so that we may eventually pool the experience of the entire state and share the results with all. I hope that the school year 1951-52 will see definite progress in many centers made in implementing this idea . . . .

## CONSERVATION EDUCATION

Truly the world crisis has caused us to emphasize the wise use of the natural resources of the state, the nation, and the world which are imperative for the general welfare. The extent to which the natural resources of the world will be used wisely will depend to a large extent upon the attitudes that are built through conservation education. It is important, therefore, that schools develop in children the kinds of attitudes that will make conservation a way of life. The total school curriculum should be analyzed for opportunities which will extend conservation learnings. One of the important emphases in school-community relations should be the acquisition of knowledges, skills, and attitudes which will contribute to the wise use of natural resources.

## TEXTBOOKS AND AUDIO-VISUAL AIDS

New and attractive textbooks that have been developed by our best publishers and authors have assisted our teaching program. Audio-visual aids have received a great impetus during this crisis. Even television is not an unreal possibility in our classrooms. Unfortunately we never seem quite to catch up with production and distribution of State textbooks for use in elementary schools.

## GUIDANCE PROGRAMS

As a relatively new development in education, the importance of guidance services has generally been recognized by school administrators and remarkable progress has been made in this field in many schools. However, attention should be given to two continuing problems if the benefits of this program are to be fully realized.

The first is that regardless of their place of residence, pupils are entitled to equal opportunities to receive the benefits of a well-conducted guidance program. This means that some school districts need to take steps to provide such services for their pupils or to strengthen and extend the services now being rendered.

The second problem is that, by and large, guidance programs are understaffed. Studies indicate that counselors' loads (from 130 to 150 students per counseling hour) are twice as heavy as they should be . . . . Counselors give this as the principal reason why their work is not more effective or why some students are neglected. . . . Certain schools have made good progress in reducing counselor loads and in providing other desirable conditions for the operation of an effective program; other schools might well emulate their example.

## EXCEPTIONAL CHILDREN

During the past few years California schools have greatly expanded special education services to exceptional children. However, surveys show that there is yet a severe lag in education facilities for the youth in our public schools who deviate to the extent that they require special skills and services on the part of teachers and other school personnel.

In a questionnaire study conducted recently by the State Department of Education, school districts and county superintendents of schools reported the number of handicapped children and youth in need of various types of special classes or services. A summary of the cases reported as actually known is presented in the tabulation that follows. No doubt there are many cases yet undiscovered by school personnel.

<i>Types of handicapped children</i>	<i>Number of children reported as receiving no special services</i>
Blind .....	122
Partially seeing .....	3,224
Deaf .....	279
Hard of hearing .....	4,855
Speech defective .....	7,196
Orthopedically handicapped .....	1,564
Cerebral palsied .....	263
Epileptic .....	370
Lowered vitality .....	5,035
Emotionally disturbed .....	5,687
Mentally retarded .....	4,681
Total .....	33,276

Many of these young people are receiving no education. Various private organizations, service groups, and social agencies have a contribution to make here and should be asked to participate. The school cannot do the job alone. Nor should special education be isolated in a school system. It should have expert leadership but should be integrated within the total program of general elementary and secondary education.

The community, the state, and the nation are all involved in this problem. Communities need the state's support, its guidance and financial support. The state will need to look to the nation for help. If existing agencies work together, all exceptional children can be served.

#### ADULT EDUCATION

Adult education should be an integral part of the total educational program of the State. An adult education program is essential to an alert, informed, and active citizenry which is necessary to carry on our way of life. There will be no complete education without adult education. Adults, and adults alone, have the responsibility of carrying on the functions of government, for maintaining economic stability, the responsibility for parenthood, and the responsibility for providing the social, cultural, and spiritual environment for the present and future generations.

Equalization of educational opportunities for all adults should be insured. Public school adult education should be publicly financed in such a way that no one will be denied the opportunity of participation. Financial stabilization of the program should be guaranteed through continuous adequate support from combined state and local sources.

Adult education should be geared to the known and understood needs and interests of the community. It is the responsibility of adult education leadership to determine community needs and make them known and understood to the community. The organization of adult education at all levels must be maintained in a state of flexibility to enable rapid

change to be made in the curriculum as new community needs and interests become evident.

Adult education should concern itself with national security and civilian defense. While the responsibility for co-ordinating civilian defense activities lies with the civilian defense authorities, it has been demonstrated that much of the educational work must be done under the auspices of adult education. It is the policy of the State that the adult education programs in civilian defense are started with the advice and consent of local civilian defense authorities.

The adult education program at the state and local level strengthens the other segments of public education from early childhood education through college. Since adult education is an integral part of the program of education carried on in the California public school system, there must be close co-operation of the personnel in adult education with personnel in other segments of public school education, including State and local public school officials and governing boards. The adult program is potentially an important means of acquainting the public with the purposes and programs in local and state school systems. . . .

Public funds provided for an adult education program should be spent only for educational purposes. While there should be no restriction in the type of offerings that are made in harmony with education needs and interests of the people of the community, the program should not go beyond educational purposes into recreation, therapy, or other activities which are not educational in nature.

#### FINGERPRINTING

During the past school year the public schools of this state had approximately 83,000 positions that were filled by credentialed personnel. As a group, the persons occupying these positions had high attainments in scholarship, culture, morals, and citizenship. Among such a large number of persons it could be expected that there would be a few who are deficient in morals or citizenship. The Department of Education has . . . during the last several years, investigated cases of real or alleged misconduct on the part of teachers. When the evidence warranted, credentials have been revoked by the State Board of Education. . . . An individual whose behavior is such as to make him unfit to teach children in one community should be prevented from teaching in another. We encouraged and helped sponsor the recent action by the Legislature requiring fingerprints of all candidates for credentials. . . . It will be of more assistance than any step yet taken in locating and eliminating undesirables from the body of teachers. The State Department of Education asks the school administrators of California to co-operate in vigorous action to locate and to rid the schools of individuals unfit to teach.

## LOYALTY TO AMERICAN PRINCIPLES

The international crisis has brought on the tensions and pressures of great fear in the minds of many of our people concerning the security of our democracy.

The issue of permitting "subversive" teaching in our public schools and the thought control of teachers is one fraught with great difficulty and is a challenge that must be met. The threat to our public schools is as great from the good intentions of certain of our politically loyal citizens as by those who offer no allegiance to the government of the United States of America. Public schools require the faith of the public it serves, the sincere devotion of the teachers to the concepts and ideals of democracy.

We witness threads of uncertainty being woven into the fabric of our times concerning the allegiance of public school personnel to American Democracy. Much of this attitude is due primarily to misunderstandings and misinterpretation that grows out of misinformation or lack of information about the schools. . . .

Time and effort should be spent in selecting teachers carefully because this will pay high dividends not only in preventing disloyal teachers from entering the profession, but in avoiding the serious problem of dismissal. Every school employee should give complete assurance that he is completely loyal to the principles of Constitutional Government.

Nothing I have said here indicates a surrender of the principles of academic freedom. When a specific incident violating our concept of freedom in teaching and research arises, we must put up a real battle for its defense.

. . . . .

The 1951 California Legislative session added many new laws under which we shall operate, and it repealed or amended a few. One important law expands the requirements in the field of teaching about our government. Everywhere today we see the need for a more widely diffused knowledge of how and why our local, state, and national governments function. We recognize that all of these branches of government are basically controlled by public opinion. All too frequently, because of their inadequacies, local governments are compelled to accept state or federal leadership.

This outside leadership can be avoided in many instances if our people know what is necessary to make local governments function. I mention this because extreme centralization of government is the Russian pattern which we especially want to avoid. Our schools are fundamental in helping to understand this role. It was Madison who said, "Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power knowledge gives."

Foundations for the understandings that lead to safeguarding our national security are laid in every public elementary and secondary school in California and extend through all school programs including adult education. Good citizenship is not built through adding courses to a school program. Good citizenship is built through the myriad of environmental influences—the press, the radio, television, home, church, business, personal associations, the school—all of these influences must recognize their responsibilities in building our America.

Truly each generation of youth must be impressed with the great need to appreciate true patriotism. Our job is to help our children see that a well-disciplined character, a trained mind, and skilled hands are critically needed if a free people hope to win out over the thought-control philosophies of the totalitarian countries. Our profession must resist every effort that would tend to prevent the preservation of the American Way of Life.

We might believe that adding required courses in history or civics would solve all of our problems and produce a generation of firmly grounded American citizens. Experience in this country and other democratic nations proves the fallacy of this belief. Teaching the principles and history of our country is necessary, but more important is the opportunity for youth to experience the things taught. This is accomplished by visits to the courts, the city council, the state legislature, labor councils, newspapers, and the many places where the conduct of civic life goes forward.

Our teachers in this era must more than ever be free in thought, word, and deed and this without fear of reprisal if we are to teach men freedom. The international crisis has brought many of the issues into a clearer focus for all of us who are engaged in public education. Our job is to continue true to the America we love and to her children.

## THE ROLE OF SUPERVISION IN REDUCING TENSIONS<sup>1</sup>

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The present is a period of unprecedented tension throughout the whole world. The people of the United States share in these widespread anxieties because we are now interdependent with all the other peoples of the earth. At this time we also suffer additional tensions, germinated within our own society. It is not surprising, then, that children and youth come to school charged with tensions picked up at home and in the community. And at school they interact with teachers and administrators similarly worried by matters outside the daily routines of education. To these disturbing worries must still be added the purely personal causes of emotion that we all experience from time to time and that some of us carry quite steadily. The net effect is that schools increasingly are permeated by moods that are anything but conducive to effective learning, to wholesome personality development, or to happy living together.

Under such conditions children become negative, withdrawing, or hostile toward the expectancies and demands of the school. Teachers become anxious, uncertain, and self-seeking, or at the very least lose their professional morale. Much of the positive joy properly inherent in living and working with children and youth disappears. The demand rises increasingly that children be "disciplined" and "managed." It becomes harder and harder to deal with children and youth so that they will learn self-discipline. It becomes more difficult to evoke responsible self-directed behavior toward valid learning and living goals which the children and youth themselves have had a part in defining. The wonderful gains made during the past twenty years in learning to use democratic group processes are threatened by the increasing return of authoritative role-playing by teachers and administrators. Such changes always mark uncertain, anxious, and fearful persons who have important social responsibilities in times of stress. . . . (Surely the role of supervisors is difficult, to say the least, in times like these.)

But is it inevitable that we should be carried on helpless by a tide such as this? Must professional educational personnel surrender to such a counsel of despair? Shall we resignedly permit our schools, our children and youth, and ourselves to be engulfed by these anxieties and fears, to be deteriorated, to become even less ready to face life tomorrow than we

<sup>1</sup> An address delivered at Annual Conference on the Direction and Improvement of Instruction and on Child Welfare, Sacramento, California, October 7, 1951.

are today? I do not think so. We have a choice still. We *can* make this a germinal period instead of a deteriorative one. We can strengthen and integrate ourselves rather than permit ourselves to be disorganized. This paper will review very briefly what we are up against, and then will suggest six means by which we can not only combat tension but achieve a positive dynamic with which to face the future.

Let us look first at half a dozen of the forces that currently upset us. First there is the life and death struggle between the totalitarian and the democratic ways of life. The totalitarian way of life is completely ruthless and amoral, putting the power of the state beyond all other good. The individual has no value except as the tool and servant of the state. The totalitarian technique first blinds and confuses its people about the causes of their problems and frustrations. It also terrorizes and coerces them until every man's hand and mind are against his brother. A scapegoat is then provided and the unbearable emotions are brought into focus against the "enemy." Concrete improvements are effected in a number of matters that trouble masses of people in their personal lives, as evidence that the totalitarian state knows how and has the power and will to make life better. Finally minds are captivated and thoughts are controlled as the individual seeks to avoid the terrors and dangers attendant on resistance and rationalizes the state program as one designed for human betterment. So the individual is enslaved and becomes the helpless agent of the small highly-centralized decision-making group that rules the state. These totalitarian processes, applied in Italy, Germany, and Japan, precipitated the unbelievably horrible destruction of World War II. But hardly is this war ended than we find over one-third of the world's population again enslaved by the same processes applied by international Communism, or rather by the small group of men that make the policies of international Communism. Anyone who believes sincerely in the value of the individual human being and in his basic right to participate in the decisions that affect his life and welfare has indeed great cause for alarm, for fear of what the future will bring to him, to his loved ones, to his nation.

A second troubling reality is compounded of three disturbing facts. The first of these is that nations still depend upon force as the ultimate means of settling disagreements. The second is that science has made possible such unbelievably devastating means of destroying human life and the means of supporting life by atomic, biologic and chemical weapons. The third is that limited war between the totalitarian and the more democratic nations already exists in Korea and Indo-China and that there are half-a-dozen hot spots in the world that can ignite the tension into a world-consuming flame of war over night. All of us shrink with

inner ethical qualms at the completely ruthless killing and maiming of millions and millions of other human being like ourselves that we know will certainly be a part of any new all-out world-wide warfare. Nor will this fear of utterly deadly and morally deteriorative warfare in which all must lose be dispelled in the near future. It will remain with us until an international organization has been perfected that has sufficient power to make aggression impotent. Then the means for the just settlements of international disputes on the basis of international laws democratically legislated must be developed and put into honest and efficient operation. This is the huge task and the wonderful challenge of our times.

Ours would be a thrilling and uplifting time if all the people of the United States were united in this great task of establishing international law as a reality, of making war impossible. Unfortunately this is not true. The effective use of the "big lie" as a means of character assassination against some of our most important public figures is paralyzing their efforts to avoid war and is confusing and dividing our people in a most dangerous manner. Senator McCarthy is perhaps the most shrewd and ruthless but certainly not the only one now using this characteristic totalitarian technique. Slowly but surely the use of the "big lie" is engendering doubt about the loyalty of our most important government officials and undermining the trust of our people in our own governmental processes. For all of us must wonder whom we can trust in the future if Dr. Condon, Dean Acheson, Dr. Jessup and General Marshall have been disloyal. Yet all of these have been accused of what amounts to treason. And, according to news reports, material recently has been circulated in Maine accusing General Eisenhower also of following the "Communist party line." Some of our best men already have been driven out of the public service and few will dare risk formulating and pushing ahead the creative policies that are necessary to organize the nations of the earth behind international law and justice if these attacks continue. For the "big lie" technique denies to the accused the means of self-defense guaranteed by our Constitution. The reputations of the accused are assassinated by innuendo and falsehood in the press, over the radio, and even in congressional and senatorial hearings. Furthermore, the tremendous power that exists in the "big lie" technique already has been fully demonstrated. It was a great factor in the defeat at the polls of Senator Tydings of Maryland, a conservative old-line Southern Democrat. Having incurred the hostility of McCarthy as chairman of the Committee on Un-American Activities, Tydings in turn was accused of having Communist leanings and pictured in a faked picture in campaign literature as carrying on a friendly conversation with Earl Browder. Nor was

the campaign against Tydings a Maryland affair; it was carried on by staff and money recruited from half across the nation. (See the findings of the Senate Committee that investigated this election.) So it follows that our men in public life are being made fearful about how to perform their duties and overcautious about assuming leadership to meet the terrific dangers and challenges of our times. And each one of us must feel increased tension as we recognize these facts.

A fourth cause both of conflict within us as individuals and of doubts about our future as a society lies in the development of customs inconsistent with ethical values. I refer to the purchase of influence by which business contracts are secured, discriminatory legislation is passed, differential applications of laws are managed, and illegal enterprises or criminal acts continue to flourish unprosecuted. The findings of the R. F. C. investigation, the Kefauver Committee investigating crime, and half a dozen other congressional or senatorial committees have provided so constant a flow of evidence of these practices during the past few years that they obviously are beginning to be accepted as customs, as practices almost necessary to the profitable conduct of business or to the successful achievement of a career in business or politics. Yet all admit that these practices are unethical. They eliminate equality in competition and give unfair advantages to the receivers of favors. They prostitute our public servants. The effects are to undermine faith in our business practice and in our political processes, basically in our way of life. This tends to produce cynicism and the acceptance of "the quick buck" as a legitimate value to be sought. But this also is accompanied by a weakening of self-respect which leads to defensiveness rather than to courage and vision in times of real danger such as the present. We can ill afford to be involved in an international struggle where the issues are fundamentally ethical, when our own ethics are being deteriorated.

A fifth cause of tension is the "rat-race" for material things in which most of us are involved. Wonderful current applications of science and inventions, our great manufacturing know-how, our tremendous natural resources, our highly skilled advertising, and our tradition of a constantly rising standard of living are confronting us with ever more wonderful things to buy and to enjoy. At the same time, financial inflation is decreasing the purchasing power of our wages and salaries so that most of us find ourselves either frustrated or in debt. Nor is there an end to it. We never get to the place where we are "sitting pretty." Always there comes either more things to buy or increased costs or taxes. Peace of mind is hard to achieve in such a situation, and time for contemplation of world events costs too much in loss of "extra earnings." So our tensions mount

amid the highest general standard of living any population has ever known.

Our roster of current causes of tension is completed by a sixth—uncertainty about the future. Compounded of all that has been stated above in interaction with personal motives and needs, uncertainty about the future makes personal planning difficult and makes stability of purpose extremely difficult for our youth to attain. Will one be able to finish college or will military service interrupt and perhaps prematurely terminate one's training for life? Should one marry now or put it off? And for how long? If one enters military service will it be over in a reasonable time or will a war extend it indefinitely and even threaten one's survival? Should we have children now or wait? How will the marriage be affected by long separations? When can one really start the process of building a firm future? What should one strive for in a world and times like these? Answers to these and to dozens of other questions like these are hard to come by. How can our young people be anything but either tense or irresponsible? How can their elders keep from worrying about them? What answers do school people have to these tremendous and continuing causes of strong emotion?

Happily science now knows much about the ways emotions operate and about the kinds of personality organization that can withstand long periods of stress. On the basis of this knowledge six concrete suggestions will be made about how individuals can live effectively through periods of tension and about how they can develop personality organization that not only can withstand strain but also envisage the dangers threatening and take constructive action to meet them. School people and parents should consider together how these six hygienic processes can be fostered in and through the daily life at the schools and homes.

The following are six ways toward mental health in times of stress:

1. The limited and judicious use of emotional catharsis for temporarily relieving tension
2. Loving and being loved to afford basic security
3. Participant belonging in groups carrying on socially useful activities
4. Learning and facing the full range of true facts about the anxiety-producing situations
5. Building a few very strong convictions about what is valuable in human life
6. Orienting one's own life in time and in the universe through religion or philosophy

These six ways of dealing with tensions are not alternatives but are complements of each other for maintaining mental health. Each of them

helps and all of them together make it possible for an individual to endure an unbelievable amount of tension and still not break.

Emotional catharsis consists in losing oneself for a time in something that one enjoys. . . . (It does nothing about the causes of the anxiety or frustration but it does give respite and temporary relaxation.) Recreations, hobbies, and the creative arts are excellent forms of emotional catharsis. Games, sports, parties, and dancing all are directly enjoyed and permit one to forget the causes of tension. Stamp collecting, model plane building, gardening, and shop work with machines and tools hold the attention and provide concrete outlets for the energy generated by emotions. The creative arts are even better forms of catharsis because of the feeling of positive accomplishment that comes with the creative act. The creative arts also may bring pleasure to others and social commendation to the creator, thus enhancing favorable emotions as well as neutralizing the physical effects of the unpleasant ones. Painting, drawing, ceramics, wood-working, metal working, clay modeling, music, aesthetic dancing, and the drama all offer rich opportunities to substitute pleasant emotions for tensions for children, youth, and adults alike. A high school that I used to know at Maplewood, New Jersey, rendered wonderful community service during the depression period of the early thirties by having all of its studios and shops open two nights a week for young people and their parents to come in and engage together or individually in these tension-relieving activities. Of course all of these activities are escapes. They do not cure or prevent worries and fears. In time they will pall if additional steps toward tension reduction are not taken.

Love is the second great restorer of emotional balance. In fact it is the greatest single force toward adjustment that exists. Given love, any human being enjoys a basic security in the world. He matters. And if he returns the love then he becomes also the agent of security and support toward someone else and has an important reason for courage and enduring effort. We are not speaking here either of romantic or erotic love because these are such restricted and inadequate expressions of this great positive emotion. Perhaps its potentialities, as yet not half-realized in our society, will be clearer if the essential components of love are sketched briefly.

In the first place, one who loves has empathy with the loved one. That is, one feels with the loved person, one literally goes through the experiences of the loved person with him. The loved person in turn senses this sharing of his feelings, he knows that his feelings are understood and accepted, even before he states them in words. Secondly, one who loves has a deep concern for the happiness, the wholesome development, and the self-realization of the loved one. He is, therefore, constantly

aware of the effects of experiences upon the loved one and knows which experiences enhance and which ones check the development and happiness of the loved person. Furthermore, he is constantly thinking and planning how things can be made more wholesome, more self-developmental, more happiness-yielding for the loved one. This is why discipline, small frustrations, and reprimands by a loving person are understood and accepted by the loved one and are constructive forces. They are never given in the mood of anger, of getting even, or of retribution. Thirdly, a loving person puts his resources of time, things, energy, and thought at the disposal of the loved one to be used by the loved one for increasing his happiness, for his further development, and for the realization of his life goals. This is not a sacrifice for the loving person—it is a pleasure whenever these resources are of real help. But the loving person does not force his plans or his resources upon the object of his love. They are only made available. The freedom of the loved one to grow in his own way is thus insured, and weakening overprotection is avoided. Finally, a person who loves is ready to accept a reciprocal relationship, to have his own feelings and experiences known by the loved person, to have that person thoughtfully concerned about him too, and he is willing to use some of the resources of the loved person for increasing his own happiness, development, and self-realization. This makes a real partnership possible. It gives a fundamental security to both.

Nor is this basic security-giving love necessarily limited to two people. A mother and a father can love each other and all of ten children. Indeed grandma and grandpa, the dog, the horse, and a dozen uncles, aunts, and cousins can also be included. As a person develops he may learn to love not only the members of his family, including pets, but also friends and whole groups of people with whom he comes to identify himself. So a soldier may give every evidence of loving the other men in his unit, a person who has suffered may love others who are undergoing the same suffering, teachers may love many of the children they teach, and persons of large experience and vision may love large blocks of humanity. For love is essentially a strong and deep valuing of other human beings carried through into everyday action. Furthermore, the loftiest conception of God is that He is love. Who then can be insecure if he believes that God shares his experiences and feelings, that God is concerned for his welfare and happiness, and that God's resources are available for his own self-realization? In sum, then, persons who are loved and who love enjoy a basic security that armors and strengthens them against adversity. But love is not enough by itself. It gives courage, but the genuine dangers of life are still present and must be met.

Participant belonging in groups that are carrying on socially useful activities is a third aid in reducing tensions. One feels strengthened by belonging to a group. Many minds at work are better than one, and many hands make light work of tasks that would be taxing to one. Group activities have to be carried out at stated times and this serves often to break one out of a depressed or anxious mood. The group activities direct and channel the energies generated by emotions and so restore normal body functions. The social usefulness of the activities give one a sense of having a part in something valuable just when one has felt so powerless, a moment before, to do anything about the vast dangers that threaten. The feeling of belonging gives one the feeling of being approved of, of being supported, backed up, and valued. Furthermore, one knows that these other people are under stresses similar to one's own—so if they still have the will to constructive action one is impelled to follow this example. And in the pushing forward of the useful actions comes gradually the sense that constructive action still is possible, the reassurance that all is not lost, the feeling that in concert with others we may still avert disaster to ourselves and to the world. So participant belonging in community, church, professional, and political groups is very helpful to adults. And more and more roles for children and youth in socially useful neighborhood, church, school, civil defense, and international welfare activities should be created and made available.

A fourth way of reducing anxiety and fear is by learning and facing the full range of true facts that account for the anxiety-producing situations. It is seldom indeed that human minds cannot envisage some constructive action when they really understand the full scope of forces that are at work. The unknown and the partially understood are much more disquieting than the true picture. Dangers can be defined when one knows what one is up against. Conflict in one's own mind and between people of good will disappears when all know the nature of the threats, because the constructive plans become easy to understand, not subject to partisan debate. We may illustrate this with two sets of facts bearing upon the use of Communism and upon present international relations.

The first of these facts is that half the people of the world at this moment are hungry, are clad in rags, must suffer the ills of the flesh with no adequate medical care, are miserably housed, are illiterate, have no voice in the determination of their destinies, and yet know that there are millions of other human beings who do not share their miserable fate. Word has spread among them that these things do not have to be. They have a vague inkling that enough food can be produced to feed everybody, that fibers can be made to clothe them adequately, that many dis-

eases can be cured and much suffering alleviated. We are in the midst of a world revolution in which the despised and underprivileged are asking for the birthright that their humanness implies and that modern science and technology has made possible of realization. The Communists are utilizing this mass dynamic in the hope of gaining power over the wills and bodies of these people. Is democracy reaching these masses in any convincing way with a better answer appropriate to their situations? Or, as Governor Dewey has said, are we merely showing them pictures of green-tiled bathrooms? Certainly the present policy of military preparedness to make aggression impractical is necessary. But when that is accomplished the larger task remains. Knowledge that will produce more food must be disseminated, the means of industrial production must be developed in backward countries, international exchange of needed commodities must be promoted, medical knowledge and care must be spread rapidly, and education must be extended throughout the world to bring ready access to knowledge to the masses of people. Ours can be a wonderful germinal period for the world and our role in the United States an inspiring one if we see these facts clearly.

But a second unfortunate fact stands squarely in the way. We are white of skin and the white of skin for centuries have arrogantly exploited the colored peoples of the world while at the same time claiming an intellectual and spiritual superiority over the colored peoples, which has no basis of scientific truth. We whites simply have been more privileged in physical resources and in the discovery of the technical processes for exploiting these resources. But something like two-thirds of the people of the world are colored: yellow, brown, black or red. It is hard for the colored masses of Asia, Africa, South America, and the Islands of the Pacific to believe in the sincerity of our protestations of good-will after their experiences of the last 350 years. They have heard from their fathers, and many have experienced for themselves, colonial exploitation, political overlordship, and personal humiliation at the hands of the English, the Spanish, the Portuguese, the French, the Germans, the Italians and the Dutch. Nor have American hands always been clean of economic exploitation and of arrogant personal humiliation. The plight of Negroes, Indians and Orientals within our own country is well known everywhere and world-wide Communist press is daily exploiting our current short-comings to fan the flame of hatred against us. Quite a new attitude on our parts toward people of color is implied if we are to stem the tide of Communism and lead the world to the better day that is so clearly possible.

The purpose of giving these facts is not to make us feel ashamed of being so well off in the face of the misery of half of humanity. Nor is it to

make us feel guilty because of the prejudices we internalized almost with our mother's milk. Rather it is to demonstrate that knowing the facts as they are will indicate the directions and give the reasons for the actions we must undertake. If we look these and other unpalatable facts in the face, we shall see that we do not need to fear the future because we have the means to make it a good future for all mankind. We shall see that we are not yielding a precious tradition in giving up our prejudices but merely being sensible people analyzing a crisis rationally.

But fun, love, group belonging, and knowing the facts are still not enough to insure relief from tension in a world such as ours. We must have a clear sense of the direction in which we are moving. This requires our fifth factor. We must build a few very strong convictions about what is valuable in human life. Values are the integrating forces in human personality. A person who knows what is important in human life has a basis for measuring alternate plans of action, for choice among possibilities. If none of the suggested alternatives accord with his values, he knows that he must plan further. In these days of high emotion, of demagogic appeal, of frustration and of fear, we need people who know what is right and what is valuable with sureness. Which is worth more—"a quick buck" or one's own sense of honesty? Which is worth more—to gain a political advantage or to play fair with an opponent? Which is worth more—freedom to think and to speak for everybody or the avoidance of the danger that a few will speak falsehoods and confuse the unwary? Which is worth more—to help the rest of mankind rise out of its poverty and avoid enslavement or to push our own standard of living still higher until we all drive Cadillacs? A person who knows clearly what he believes is a strong person. Sacrifices do not frustrate him because they contribute to the maintenance or realization of a value. He is not disorganized by difficulties because he knows when to compromise and when to stand firm. He does not float with the tide because most of his actions are purposive. Perhaps our Christian and American heritage has been too much taken for granted in these later days. Perhaps we need to spend time and to counsel together so that we can put into clear words once again what we really stand for in this country. If our population can really get together on a positive set of values, then we shall be a constructive force in the world and not merely a defensive force. Home, church, and school face here a common task of surpassing importance.

The sixth way toward stability in times of stress is by acquiring faith, faith in God, faith in the future, and consequently faith in self. Faith seems to result from orienting oneself clearly in the universe and in the stream of evolving life. It is achieved by identification with persons and

groups who have faith and by the study and practice of religion and philosophy. It brings a strong sense of personal significance as the latest link in the unending chain of human life. It brings an appropriate humility as to one's own personal power. It brings the feeling that truth is unchanging and eternal, a part of the organization and structure of the universe. It relieves anxiety to know that "The Lord is my shepherd I shall not want . . . though I walk through the Valley of the Shadow of Death, Thou art with me." Far from being an opiate, faith is a constant source of reassurance and permits a person to believe in a future that he does not yet see clearly. Surely these are times when parents and teachers can help children and youth greatly by giving evidence that they have strong faith, by communicating to children the bases of their faith through religion and philosophy, and by nurturing the conscious development of faith in children and youth. Of course I recognize that this involves terrific problems. Most religions are so heavily loaded with dogma as to obscure the simple fundamentals involved in conceiving of God as a loving father and of all men as children of God. But here is another of the fundamental challenges of our time. Shall we struggle endlessly to swallow or to refute some item of dogma or, brushing non-essential details aside, shall we seek simply and honestly for God and His love and so establish ourselves in a universe that we can trust? It will be a great aid to us and to our children and youth in living through this period of stress, if we can achieve a solid basis for faith. . . .

The present is no time to despair nor yet to quarrel among ourselves. It is one of the germinal periods in the world's history. Our nation finds itself, unexpectedly, confronted by a tremendous but troubling task of leadership. All of us adults now, and our children and youth a bit later, will have to face up to it or much that has been gained in the past several centuries will be lost and some later generation will have to make up for our failure. But we have the knowledge and the resources not to fail.

## CO-ORDINATION OF EDUCATIONAL SERVICES<sup>1</sup>

J. PAUL LEONARD, *President, San Francisco State College*

Several years ago Professor Thomas H. Briggs, in his Inglis lecture at Harvard, proposed a principle fundamental to public universal education.<sup>2</sup> His position was that education is a business investment made by the state for its own perpetuation and re-creation. On no other basis, he contended, were we justified in taxing people to support public education, even though they had no children of school age.

During the years since this principle of public education was enunciated, American society and the public schools have tossed on the crests and troughs of many social storms. The inflation and economic crash of the twenties, the depression of the thirties, and the world war of the forties have beset society with a succession of problems theretofore foreign to the experience of nations.

Rapid progress in scientific discovery, increased concentration in city living, marked acceleration in mass production, increase in the aggressiveness of business and organized labor, accompanied by an acceleration of individual and group competition, great mobility of people—horizontal, vertical, and geographical—all these present a pattern of cultural change, too rapid for easy assimilation and too varied to instill easily any basic uniform loyalties. Some deviations are marked by unprecedented rapidity; others show marshalled resistance to change.

Social cohesion was further disturbed by the rise of a new danger in the form of a theory of political and economic domination sponsored by an aggressive nation—Communism, powered by the Kremlin. The vast gulf between our theory and theirs of government and economics threw into bold relief the principles of self-government, human worth, and domination by authority. Coincident with the success of Soviet aggression was a need for our assumption of world leadership. Since we were not prepared for this role, and since we did not understand the nature, the methods, or the purpose of Soviet power, we did as any individual would do when confronted with a new experience for which previous training had not conditioned him—we experimented, we differed on methods, we became divided, we faltered, we made mistakes. We even distrusted ourselves and our neighbors, and before we seized hold of

<sup>1</sup> Speech delivered at Annual Conference on the Direction and Improvement of Instruction and on Child Welfare, Sacramento, California, October 8, 1951.

<sup>2</sup> Thomas H. Briggs, *The Great Investment: Secondary Education in a Democracy*. The Inglis Lecture, 1930. Cambridge, Mass.: Harvard University Press, 1930, p. 8.

ourselves, if it can be said that we have, we did damage to our own way of life. We have not yet regained our composure and self-confidence.

During this same time, things were happening to individuals in our society. Our youth, educated for peaceful pursuits, were trained to kill; they were removed from civilian life and sent out to hunt down and murder men. All the coldness of steel, the heat of fire, and the callousness of warfare were thrown upon their sensitive minds and bodies. Following the first World War, some suffered loss of job and income and savings in a business depression which impaired their faith in business and industry, and finally when government came to their rescue and became their benefactor, they began to turn to the agency they had created—representative government—to protect them against those things they could not control alone. Since representative government is responsive to voters, and politicians who like their jobs are willing to further the interests of their constituents, governmental participation increased. It is not likely that American business and industry will ever again enjoy the prestige and independence they had before the depression; and the failure of industry to prevent economic catastrophe, whoever is to blame, has greatly accelerated the transfer of faith from business to government and organized labor.

Once the movement starts and receives assistance from legislators responsible to constituents who want to use government to assure themselves protective security, the speed with which the process works frightens those who do not wish to center such responsibilities in government. Their struggle to regain control precipitates a mild revolution, and the severity of the struggle can somewhat be measured by the force and nature of the outlook upon those who are either considered ideological enemies or have aided and abetted them.

The result of these social upheavals upon individuals has been painfully apparent. Insecurity both of job and continuity of income, loss of equilibrium from the imbalance resulting from the conflict of morals and ideals, inability to evaluate charges and countercharges affecting traditional practices and beliefs, reversion to conservatism, bitterness and confusion resulting from charges of subversion against those who differ in points of view, anxiety from fear of the consequences of threatening power not properly appraised—all these have resulted in individuals becoming self-centered, lacking in self-confidence, emotionally unstable, highly suggestible and thus ready converts for the demagogue. The inevitable result is fear. Privately such an individual condition is a source of personal unhappiness and an irritant in family and friendly relations. But it is more significant for a democracy, as Mrs. Overstreet makes clear in her excellent new book entitled *Understanding Fear*. She says that

In a society based upon the consent of the governed, fear is not a private affair, because it stands as a road block between the individual and reality . . . it breeds a sense of helplessness that is out of keeping with the responsible practices of citizenship, . . . the person deeply infected by it will infect others, the most common line of infection being from parent to child. . . . Wherever and however it is passed along, those who are infected by it become less capable of responsible freedom; more ready to re-establish their damaged self-esteem by practices of ruthlessness and violence.

Fear is not a private affair! Not in a society like ours that is dedicated to high hopes for mankind.<sup>3</sup>

In a society committed to representative government, the quality of life depends upon the number of citizens who are secure enough in their trust and mutual confidence to affirm the ideals of democracy, gird them with appropriate experiences, and erect and maintain sturdy institutions for shaping a free society.

In this volatile society, a free, universal school system has existed. Not only have those who administered the schools and taught the children been affected by the social transitions affecting all citizens, but they have faced the major task of performing the social function of trying to educate children and youth to perpetuate and re-create a representative government and a democratic society. In a society with greatly accelerated social changes, such as ours, this task assumes monumental proportions. School people, being human and of necessity being responsive to community opinion, have suffered confusion similar to that in society at large. While government and business and organized labor were busy forging new tools for social welfare and economic prosperity, educators were busy retooling the school with aims and objectives of education, new curricula, methods to recognize greater freedom and self-expression for children, changes in placement and emphases upon familiar subjects, and greatly expanded services. As a result of more children to be educated, families moving into different communities because of war activities, increased services, new buildings, improved salaries, and inflation, the cost of education rose to new heights. New specialists were added for new functions—health, counseling, recreation, evaluation, social service, handicapped children, and audio-visual education. The list grew and grew.

In many communities no significant changes were made in the school program; in others the situation remained stable or the population even declined. In some communities changes had been patiently and carefully made, each step having been thoroughly reviewed with the parents and community leaders. Standards had gradually risen for teacher education in all communities, and salaries had been raised to reflect some inflationary changes in the cost of living.

<sup>3</sup> Bonaro W. Overstreet, *Understanding Fear in Ourselves and Others*. New York: Harper & Bros., 1951, pp. 112, 114, 115.

But in some communities things were different. The war had swelled school enrollments, and inflation had increased all costs to a point at which major bond issues for construction and increased tax rates for operation had to be voted. Any sharp increase brings scrutiny from organizations and individuals bent on reducing taxes by curtailing government services. In other communities population increases were accompanied by a change in social groupings. Races previously foreign to the community migrated to town in large numbers, and the economic status of the newcomer was different from the conventional population. In a community already alarmed over general social change, this was an added disturbance. In certain communities rapid changes had been made in school practices and in the curricula without adequate explanations to parents. Progressive education, a movement of incalculable value mixed with a bit of asininity, was blamed for every unacceptable change. In some schools, teachers who had adopted techniques without a philosophy and who were thus unable to give intelligent reasons for their practices finally resorted to "gobbledygook" generalizations, which neither they nor the parents understood. "The whole child," "social determinants," "behavioral aims," "evaluative criteria," "paced learning," "socialized experience," "group dynamics"—such terms as these confuse even educators. By the free and unintelligent use and overuse of these terms with parents, due to our own inability to turn a professional term into common parlance, we educators have delayed the acceptance of educational innovations, retarded educational change, and even created in some areas an atmosphere so unwholesome to educational experimentation that improvement has been inhibited for years to come. In some instances poorly timed innovation and overzealous administrators or teachers or even supervisors have unwittingly encouraged critics of the schools.

Before I turn to a positive approach to this problem I must mention two other causes for concern. One of these is the apparent threat the schools offer to those individuals and groups who seek to return to the practices existing in American society in the "normal twenties." Under the theory of mental discipline it mattered little what actual content was taught, and memorization and drill were the acceptable methods. But when psychological research demonstrated the inadequacy of older methods and when educators took seriously the social function of education in a representative government, curriculum workers began to be greatly concerned over the content of the curriculum, until today there are only a dozen in any professional audience that believe it doesn't make any difference what is taught. If it does then make a difference, content is a matter of choice, and something must determine the choice. If the school is to perpetuate and recreate society, it must follow not too far off the acceptable practices of the majority of citizens and their con-

cept of the principles of self-government; but in those areas where directions are not too clear, teachers must familiarize mature youth with active social issues and arguments. To do otherwise would surrender to tradition and to the street the process of guiding youth through controversy to intelligent decisions.

There are those who see this as a threat to tradition, which it is; also as a threat to representative government, which it is not. But some see in it a threat to the furtherance of their own personal thinking, or to the extension of the power of their self-interest group. Consequently, they have become vocal in criticism.

One further cause of confusion arises directly either from too quick acquiescence to group demands, or from lack of clear recognition of the purposes of the schools. In recent years educators have been too willing to assume obligations for responsibilities not performed or inadequately performed by other agencies. This has taken teacher and pupil time, public funds, extended staff, additional equipment, and attempts at liaison relations which would try the skill of a diplomat. Our philosophy of educating the whole child, with the resulting dubious expeditions we have made into many fields, has laid us open to criticism for every failure of childhood. If a child steals a bicycle, runs away from home, is rude to his parents, can't write a business letter, can't spell, or is irreligious or immoral, the school is to blame. All the imperfections of childhood are considered the result of poor schooling.

I do not question that every child deserves good food and shelter, adequate recreation, ample health supervision, counseling from birth to adulthood, a command of fundamentals, a sound spiritual life, and an opportunity to learn everything useful he can assimilate. But I do deny that it is the job of the school to provide all these things. There is neither time nor resources for the school to do all the things it is peculiarly fitted to do, plus all the other things the child needs, plus collecting money and clothes and scrap iron for every worthy community cause. Better would it be for teachers to turn their influence to encouraging adults to provide these through other sources than to dissipate and dilute our educational efforts with activities beyond our power of achievement. When all these forces of confusion focus their fears and anxieties on the school, education suffers.

Up to this point I have tried to describe the climate or atmosphere characteristic of present day society, explain why educational practices may be challenged by a community, and hold up for justification the practice of being concerned with the blood, sweat, and tears of democracy by reference to the function of education in a democratic nation. Let me see now if I can take a more affirmative approach, by proposing

activities which may insure greater progress and acceptance of improved educational practices.

First, we need to reaffirm clearly our educational philosophy. This affirmation would place in sharp focus, first, the relation of the school to the welfare of democracy. Following this we would need to assert our beliefs regarding the nature of the growth and development of children. This can and must be done in language that parents and teachers alike can understand. An idea so vague that it can't be explained to an average parent is too abstract for a teacher to implement into classroom practices. Any statement thus prepared must give due consideration to conflicting interests. Until community approval can be secured for school policies, confusion and loss of support will result.

Certain teachers talk disdainfully about theory, saying that discussions should center on "practical" classroom procedures. No classroom procedure is good unless it can be shown clearly to promote a desirable educational goal; and unless a teacher can explain such a relationship, he is not competent to choose his classroom experiences or method. One of the great functions of supervision through the improvement of classroom materials and methods is to develop in each teacher adequate and clear reasons for everything he does with children. Unless there are clear purposes and goals comprehended by all teachers, methods are aimless and may even be harmful. If a teacher is unable to understand and explain to others the rationale of his procedures, he is incompetent to teach in a democratic society, for he is unable to aid children make wise choices backed by intelligent reasons.

Secondly, we should invite community leaders to sit with us to decide what jobs in the growth of children should be especially assigned to the schools. Once this decision is made, appropriate budgets and time should be allotted for doing them; and teachers, administrators, and the board of education should kindly but firmly refuse to assume additional obligations, no matter how important they may appear.

Many schools remind me of a large modern drugstore, where you can buy practically anything. One of the San Francisco drugstores has for sometime sold small articles of clothing and only recently has added a grocery counter. Such confusion only dissipates capital from the main line of business, without rendering any extended service of value to the customer. When we do assume responsibility for certain accomplishments, let us achieve the goals, denying any misrepresentation of attempts to produce power in other areas. We have dissipated our efforts by accepting uncritically in relation to the task of the school the theory of the organic relations of all learning.

Thirdly, we should orient our educational program around the child. We give lip service to this idea, but fail in executing our avowed pur-

pose. In secondary schools, for instance, a curriculum discussion cannot go far before someone proposes that foreign language or mathematics or history be required for graduation. Before we go far in building sequence in any field or grade, someone introduces the idea of subject logic or chronology or difficulty. I mention this not to despair the usefulness of these subjects or processes of thought, far from it, but the average teacher who pleads for these things orients his thinking around subject disciplines and intellectual processes.

Administrators frequently fail to keep activities related to the child. Objective tests are frequently used because they can be scored by a clerk and results can be compared statistically. Counseling procedures are formalized because they can be centrally housed. Football games are played at night so parents can be entertained. Teachers who are most experienced teach smaller classes in upper grades at preferable hours because they deserve seniority privileges. Money is collected to help the community agencies that need money; subject A is taught because the chamber of commerce wants it, and subject B is dropped because the Pro-America society dislikes it. Such dissipation and lack of purpose call attention to the fact that the school should be run for children and their welfare in a democracy, children educated not to fit into any one group opinion, but to be competent to make free judgments. A valid set of goals, clearly stated and understood by all, accompanied by amicable discussion, will increase alertness to the necessity of choosing those things which will advance the education of the child.

Finally, we need to close our ranks and present a united professional front. I have often envied the medical profession for their loyalty to one another. They even protect each other's errors. But unity does not imply conformity. I would not for a minute want standardization of educational practice; for the art of teaching, supported by research, calls for variety in execution. I would want to encourage professional differences in discussions to search for improvement in materials and methods, but this can be accomplished without undercutting our loyalty to one another.

There are, however, certain things upon which we should unite as a profession, and no amount of opposition should split our devotion. Let me mention a few goals in support of which we should present an unbroken rank:

1. We should drive from our ranks any who by overt action have adopted the Soviet philosophy. Communists have no place in our classrooms. But, I am pleased to add, the search for disloyal teachers has revealed only an infinitesimal number, a number so small as to make appear ridiculous the furore over loyalty affirmations we have experienced in several states the last three years. We should be

equally united in our support of those true loyal American educators, who, in their search for improved educational practices, may deviate from a conservative or reactionary philosophy. We should look with suspicion upon anyone who seeks to destroy our schools or our teachers by false accusations.

2. While we are supporting legislation to protect our loyal and efficient teachers from loss of job or prestige by unwarranted attacks, we should support with equal vigor those honest attempts to rid our profession of those who are incompetent. If each child is entitled to a competent teacher, by the same token, no child should be penalized by being made to suffer under an incompetent one. Tenure never meant that a teacher should be allowed to deteriorate with legislative protection.
3. We should demand adequate education for those who teach, supervise, and administer our schools. Something is wrong with our profession when so many leave it annually for other fields, and we have not added to its stature by bringing in emergency teachers, even though this was necessary to staff our schools. We should, however, plan now to abolish all emergency credentials within three years and to do whatever is necessary to staff our schools with fully educated teachers by that time. I cannot believe in our program of teacher education and believe at the same time that emergency teachers are satisfactory for our children. We should also raise our standards for entrance into the profession. Some will decry my realism, but I do not believe we enlist more teachers by maintaining inadequate standards. We only further discourage competent people from entering the profession.
4. We should close our ranks in defense of our public schools. There are those who say they have lost confidence in them because they are not doing their job right, or because they cost too much. If this number increases greatly, our public schools will be put on the defensive and will become less effective. No better expenditure of the American taxpayers' dollar can be made than on education. Our schools have given us the know-how to develop our resources, maintain self-government, and develop individual initiative and enterprise. One needs only to go to other countries, to see the havoc wrought by the lack of education and but, more important, to see the despair in improvement because of the vast masses of uneducated children and youth. If we lose our great system of public universal education, we will with it lose democracy.

Some among us have sought to weaken our public schools, and, in communities where attacks have been recently made, have so criticized the schools that they have been downright unfriendly. Their action carried on under the guise of fighting communism cannot be taken either as sincerity or the work of the loyal opposition. Some who could have been better educated in the schools, had they studied more effectively, have blamed the schools for their shortcomings. Some disgruntled teachers have discredited their profession by joining the opposition. And some outsiders, bent on the same kind of confusion so characteristic of communist methods, have moved into local communities to spearhead attacks on the public schools. These malcontents have united to set in motion some strong currents of social unrest.

I have read with care the many criticisms made of the schools by different individuals and groups, but I have not found in the literature of the critics proposals for a better program of education than that designed and executed by competent school people in our great public schools today.

Let us then with clear heads intrench our schools deeper in the true philosophy of American democracy, design more effectively the way and means of educational practices, and steer our communities with confidence and courage and simplicity of language into greater understanding and support of our schools. Unless we decide what kind of education we need and want, defend it vigilantly and support it vigorously, we shall lose democracy by default. Now is a good time to re-evaluate our schools, for the majority of our citizens are too negligent or careless in thinking about the purposes of American public education. The greatest danger to our school system is that our present educational practices are so lacking in a fundamental philosophy, conceived and understood by educators and parents alike, that the continued support of public education is endangered.

## CONFLICTING CULTURES WITHIN THE SCHOOL<sup>1</sup>

HOWARD A. LANE, *New York University*

Measured by its amount of killing and destruction, this is the most savage generation of man's history. Too, we of the Western world are the first commonly schooled generation! As individuals we are likely better people than our forebears. They toted weapons, fought in the streets. But we are not yet enough better to survive the world we have made. We have not grown up enough to manage and use our brilliant new gadgets. We have become our brother's keeper whether or not we know him, or like him; we do not know how so to live.

In pondering the causes of world-wide conflict and universal apprehension, we find it simplest to place the blame upon evil men. Would not peace have continued if Mussolini's father had been less severe, if little Adolph Hitler had grown up in a nice home with adequate guidance at school, if Joe Stalin hadn't been raised in an incubator? This indulgence in projective shifting of personal responsibility distorts our perception, obscures our vision of our real and pressing problems.

Modern methods of production, distribution, communication are co-operative; our personal motivations and our educational procedures remain individualistic and contentious. This is the all-inclusive cultural conflict of our time. We must quickly learn to live together, to co-operate, or we shall not die in bed.

Our world is people. Our aspirations, anxieties, achievements, violence, delights, apprehensions, consist in the activities of human beings. This world's only hope lies in the rearing of enough mature people to solve its pressing problems by responsible, enlightened, active intelligence. We have a few years, perhaps a generation, to do it. Teachers are indeed the light of this world.

Assuming our task is to rear a moral and intelligent generation of human beings, let us review briefly our knowledge of human development. When I was preparing to be a teacher, the subject matter of psychology dealt with methods of understanding people in order to pursue one's purposes with a minimum of conflict. Now we have matured professionally to the extent of studying people to learn how to help them grow.

<sup>1</sup> A brief of an address delivered to the Annual Conference on the Direction and Improvement of Instruction and on Child Welfare, Sacramento, California, October 8, 1951.

All distinctively human behavior is learned. It is not natural to be human. (We did not say it is unnatural to be human.) Nature alone accounts for no human behavior. However one behaves, he has learned to behave that way; it took some time; he will require some time to learn to behave otherwise.

All human behavior is socially derived and socially intended. Nature has wisely provided that human offspring require care. The offspring of man, growing without human care, does not become human. Nature has furthermore provided that we learn to love persons for whom we care. In the long run those thrilling words, "I care for you," do not have double meaning. Often we say, "Only a mother could love that child"; too often we invert its significance. Teachers, too, could love most children if they cared for them. To care for another means to minister to his real needs.

All humanness, all civilization, is improvement upon nature. Perhaps you have noted that nature is a bit careless whom it makes parents. Biology teaches that nature strives for quantity, not for quality. Thus we certify teachers. It is of utmost importance that every child experience the care of mature, friendly, challenging, knowing persons.

Human beings are products of the culture in which they grow. We learn the ways, language, preferences, hatreds, values of those with whom we live as we grow. Abundant evidence shows that the human nervous system, the one biological characteristic that distinguishes us from other creatures, grows in extent and organization through the stimulation of experience. In our time the function of the school is to provide for every child the kind of culture that promises best to grow good people. We expect the school to be the best culture a community can provide for its children. I am convinced that the so-called fundamentals are adequately learned only by living among people who communicate by writing. (Arithmetic is, of course, only a shorthand for communication in the realm of quantity.) Isn't it amusing to ponder the fact that teachers of languages exclude 'slow' children from their classes, and to inquire of them what language 'slow' children speak and comprehend in Paris and Madrid?

We are what we have experienced, but for each of us our experience has been our reactions to environment. Some of us listened today to the ball game. Identical sounds from the radio entered the ears of "Giant" fans and "Yankee" fans; their experiences differed completely.

Feeling is the core of reaction to experience. Feelings give to life its meaning and its quality. Feelings cannot be assigned, nor demanded, nor closely predicted. Only that teacher who senses the inner feelings of a child knows what he teaches.

The most important aspect of a child's culture is the friendly concern of some grown-ups who are interested, competent in matters of concern to him, understanding, and tolerant. In a democratic culture these adults associate with children as more experienced equals. I count every delinquent child to be the product of the failure of at least a score of adults, only two of whom are his parents; the others are teachers and neighbors.

Children live on the growing edges of life; we do not. Do you remember how slow your father was in learning to identify cars; I could identify them by sound when out of sight. Now I note that I have great difficulty in identifying planes which the small fry recognize at a glance. A static culture limits the learnings of the children to the knowledge and the beliefs of its elders. In a dynamic culture the school must operate at the growing edges of life and of the minds of the children. Thus textbooks and closely prescribed courses of study can be only static and lifeless. Perhaps this was the insight expressed in ". . . a little child shall lead them." By way of illustration of this point you may remember in the adolescent "slanguage" of several years ago the admonition, "Be your age." Now our professional literature teems with the significance of maturity. Children now in school have never known a peaceful world. To them radio is as old as the stars. To our city children, traffic and canned milk are far simpler than the economy of the Euphrates Valley.

Human adjustments are made in terms of values. "As a man 'wisheth' in his heart, so is he." Values are learned. In a completely good, balanced, integrated society, needs and wants would be identical. To the extent that wishes (values) are compatible and readily attainable, we are free from stresses and tensions; as they are incompatible and unattainable, and to the extent of their strength, we experience conflict and resulting tensions. You can't have your cake and eat it. Much of the content of life consists in making choices. Shall we keep our cake, or eat it? Shall we buy a bauble, or a bond? Life offers infinite variety of possibilities. Modern advertising has considerable responsibility for the increased tensions of our time.

Tensions are biological necessities. Without them we would have no posture and no motion. Excessive tensions, and unrecognized ones, disrupt balance, spoil our aim. I would like to stay in Sacramento. Being so near, I would like to go up to British Columbia. I should like to visit friends in southern California. I wish I could stop off in Chicago for a few days. I have promised to be in New Jersey 36 hours hence. I shall be in New Jersey if the planes fly as scheduled. I shall not be undone by the tensions of my choice. I have raised the conflicts to conscious level and resolved them with my intelligence. Tensions are relieved by raising them to the level of awareness, then by accepting the realities of the

conflicting circumstances, or by making plans for active changing of circumstances to resolve the conflict.

Let us now raise to conscious level some of the conflicts common to school practice. A major one is *adult* vs. *child*. You have seen the little ones play school with the teacher as the complete dictator. In some schools, childlike behavior is forbidden. In most cities it is illegal to be a child. Many children, particularly at adolescence, have been forced to reject all grownups in order to maintain their essential self-respect. How can the school expect to foster the development of its values if it rejects the values of the children? Isn't it abundantly clear that teachers and children can function together only in the areas of the overlap of their concerns? Adults can gain children's respect for their values only on the common ground among them. Margaret Mead has neatly stated it: "From the teachers of little children we still need a cheerful willingness to preserve in the child that which is there, to tolerate an impulse long enough so that it may be regulated rather than rejected."<sup>2</sup>

*School vs. home.* After living in a home with his folks for five or six years, many a child finds that the school does not accept his language, his manners, his satisfactions. He says "ain't"; teacher insists that good people do not talk that way. His Daddy and Mother do talk that way. The family and home as depicted in primary readers exists for few children. Much of homemaking education and education for family living implies that the child's home is quite inferior and wrong. I urge that you study carefully the school programs and even the inferences in teaching that tend to undermine a child's respect for his home and his folks. Methods and purposes for reporting to parents must be markedly altered. Surely our only purpose in dealing with homes is to enhance the quality of relationships among children and parents. Conscious pursuit of this purpose will change our procedures fundamentally and relieve much tension between home and school. In this oath-taking culture I propose another oath for educators, "I will never punish a child for selecting poor parents."

*Workers vs. gentlemen.* Deeply hidden in the subconscious of the school is the old and abandoned purpose of going to school to escape hard work. Many of us were urged to go on to school in order that we would work more easily and more pleasantly than our parents. We gave up the aristocracy of inheritance for the aristocracy of accumulated academic credits. Some of our eastern schools are more direct in maintaining this conflict. Little boys must wear collars and ties to school to lift them from the inferior status of their less cultured fathers.

<sup>2</sup> Margaret Mead, *The School in American Culture*. Cambridge: Harvard University Press. 1951.

A major course of conflict is our attempt to teach goodness in a society that rewards deceit, cheapness, prostitution of human motives. Today most of our universities award degrees in several of the arts of bearing false witness. This art seems now essential to political success. A modern crooner makes more money on a burlesqued Beethoven melody than that master made in his life time. I can scarcely afford to own an automobile; the youngsters in my neighborhood frequently behold a charreusse and violet Cadillac which is one of the cars owned by a man whose profession is knocking other men unconscious. Near my home a famed purchaser of the political privilege of doing evil with police protection plays golf on a course teachers cannot afford to enter. May I say parenthetically that it appears that Gresham's Law concerning money seems to function in all human relations—bad practice drives good practice out of circulation unless intelligence intervenes. In other terms Jefferson said it, "Eternal vigilance is the price of liberty."

No cultural conflict is less logical than that displayed in the school's profession of belief in the importance of love and acceptance and its contrary practice of the systematic rejection of many pupils. In most of the schools of the land you find the woodpecker group in first grades, the X groups in high schools. Special classes abound for children of whom their teachers have said, "He doesn't belong in my room." Now and then I am plagued by the feeling that most of us don't want to teach any child who really needs a teacher. Surely we know enough by now to make sure that every child shall live significantly with other children in an atmosphere of acceptance and co-operative endeavor, regardless of the extent of his skills in reading and calculating.

Probably the most pressing stress of our time is the conflict between our yearning for *freedom* and our habits of *regimentation*. Long have we known that regimentation is not good for children. We find no mention of age in any great declaration of human dignity and rights. Yet, many homes and schools function as despotisms. We have built most of our high schools and some of our elementary schools so big and house in them so many people that we can preserve life and limb only by excessive regimentation. It would be a real economy in human goods and in money to abandon our huge schools and replace them with more numerous small schools in which children can function as freedom-loving human beings.

Probably I expose myself to the danger of legislative inquisition by mentioning the conflict between our deep insistence upon *individualism* in an age that requires *co-operation*. We prate much of individual independence. Do you know how long it took the first 'pioneer' to reach California? Wasn't he dumb? I made it out here from New York in ten

hours and a half. Am I not an ingenious fellow? An idiot could have done it. All I needed was a ticket and sense enough to board the plane when told to do so. Many thousands of people, nearly all of whom I have never seen, hauled me to California. No man alone could have made the plane, nor maintained its course.

Much conflict is expressed among us in arguments on the meaning of the word "competition." Surely we no longer mean that America has grown strong through our attempts to defeat each other. I see in human behavior no urge to defeat, to destroy. Success does not mean surpassing, excelling; it means the attainment of one's goals, the accomplishment of one's purposes. We must know that in motivating children to excellence, to being the top one, we are assigning failure to all but one. Biologically, competition is a function of scarcity. None of the 'goods' of education is scarce.

Education today suffers mightily from the conflict between verbalization and action. An African student once shocked me by inquiring, "Why is it that in America teachers don't know how to do anything?" Neurology indicates that much of the unsanity of our times results from imposing verbalizations not founded upon experience. To try to teach a child  $3 \text{ plus } 4$  when he knows not 3, nor 4, nor 7 deeply in his muscles and glands is to addle his nervous system. To presume that a 14-year-old, lacking both glandular readiness and experience, can appreciate *Romeo and Juliet* is to be impervious to the facts of life. I am quite fed up with enthusiasm for "Quiz Kids." To me they symbolize our intellectual poverty. How can a person be deemed capable and valuable apart from what he can do that other people want done?

Now that we have raised some of our conflicts to conscious level, what do we do? I propose that we do as we profess—teach the fundamentals. In American education the fundamentals have always been the pressing new needs of the people. When printing and papermaking became inexpensive, common literacy became a pressing new need. We taught reading and writing to force them into the culture. Now, growing in a culture that communicates much by writing, a child can be prevented from learning them only by the strongest of counter-influences. Among the strongest of these counter-influences is our making it important that he assume these skills at age six. Arithmetic became a pressing new need when money became important in the life of the common man. We have to drill hard and consistently to prevent our children from learning arithmetic now that everybody counts. The urgent, essential new need of our time is the learning of the ways of democracy, the methods and values of co-operation, enlightened human relations.

This large fundamental has three elements: altruism, morality, intelligence. The physiologists tell us that the most recent addition to man's physical equipment is a ganglion in the cortex which makes altruism possible. It is comforting to parents and teachers to know that this new organ is put out of business by fatigue. We really can't be good when over-weary. We must build in our boys and girls, and in ourselves, the disposition and the ability to sense how other persons feel. This will not be learned in an atmosphere of fault-finding, contention for privilege, judging, awarding of punishments and prizes. I have it on the authority of priests, ministers, and rabbis that man's original sin is selfishness. This is not news to anyone who has cared for an infant. Must not the school drop all appeals to selfishness and so manage child life that gratifications come to people who care and co-operate in the pursuit of ever-widening satisfactions?

Morality adequate to an age of mass production and its resulting interdependency must impel persons to accept responsibility for the well-being of other people. "He who would be greatest among you, let him be servant of all" is more than a sentimental admonition; it is a fundamental fact of social life. To be valuable to others is a deep human need. A kept person is a demoralized person whether kept by parents, the government, a trust company, or another man's wife. May I observe that one condition is more demoralizing than having nothing to do? That is being required to do tasks that do not need to be done. Most "home-work" consists of such tasks. Schools must make children valuable to each other. One of our principal handicaps in achieving this fundamental is the graded system. To be valuable to each other, people must differ from one another. Some of the younger of us will see the abandonment of the graded system. It has no justification in anything known through the study of human growth and development. Classroom practice must be directed to intelligent enterprise meant to enhance quality of living. A simple definition of democracy is a most adequate description of method of education for living in a democracy: a group of persons working together to improve the quality of living of each one of them. Earlier we deplored some of the misguided methods of teaching family life. To improve the quality of family and other social life, the school experiences of children must be so satisfying and rewarding as to become established as ways of living which can function in day by day human relationships.

Intelligence is learned. Should we not reserve the term *intelligence* to mean the ability and the disposition to base action upon thinking? Thinking is the planning of action. Some educators indulge in the bare fraud of proclaiming to the public that thinking is learned through re-

peating the thought processes of Euclid, Plato, and Mortimer Adler. Our major new need is improved respect for, and skill in, group thinking. Today's problems are too complex, the resources for their solution too vast to permit any individual to think clearly alone. Too, we have come to recognize the power and validity of vested interests and wishful thinking which can be neutralized only by group enterprise. Let it be noted, however, that two heads are better than one only when they seek common purposes. When contending to be right, each to have his way, several heads are worse than any one. No one here is intelligent enough to understand a child all by himself. Decisions of importance to a child must be made up by a group of persons each seeking to promote his welfare. This group would include him, obviously. I suggest one sharp change in supervision. We must manage our schools so that it is necessary for teachers to remain intelligent. We must not leave them year after year in the same situation, teaching the same stuff to the same kind of children, while their notes and plan-books yellow with age and their practices can be carried on in a coma. Modern education is not individualized instruction. Classroom practices intended to enhance the quality of living in the world today consist in group enterprise carried on under sympathetic, moral, and intelligent leadership directed toward helping everyone in the group to lead a life good to live.

Supervisors are the top pro's in the education of children in California. Life for these children will be no better than the vision of the supervisors. It must be *super* vision. An infinitely wise supervisor remarked long ago, "Where there is no vision the people perish." The stinkers, perverters, subversives who would destroy our schools are on the march. Their power keeps pace with the growth of their arrogance. These must be exposed to the people as enemies of America, as haters of children. All of these people, now so gullible, so ready to destroy themselves, have attended our schools. Shall we learn from this dismal fact and quickly rise to our full professional stature?

G. B. Chisholm, Director of World Health Organization, recently told his fellow psychiatrists that "a good society will show its highest form of approval to an individual in allowing him to teach its young."<sup>3</sup>

<sup>3</sup> George Brock Chisholm, *Psychiatry of Enduring Peace and Social Progress*, William Alanson White Memorial Lecture, October, 1945. Reprinted from *Psychiatry*, IX (February, 1946). Washington, D.C.: William Alanson White Psychiatric Foundation, 1946.

## SOUND TECHNIQUES IN PUBLIC RELATIONS<sup>1</sup>

FRANK CLARVOE, *Editor, San Francisco News*

Public Education is big business—big because of the money invested each year in buildings, maintenance and operation; and big because of the product turned out.

The federal government has reached a three-and-a-half billion dollar annual figure for education of all kinds, only some of it channeling through the Office of Education.

You may know the approximate figures spent by states, counties, and school districts all over the nation. Whatever the figure is, it must be what the late Supervisor James B. McSheehy of San Francisco would call "within a few cents of a huge sum."

This money is the public's money, since the individual taxpayer is the source of all funds expended, including the interest and redemption on bond issues.

Therefore, education as big business has 150,000,000 stockholders; and the number is growing all the time. That is more stockholders than any other business you can think of.

The product of this vast manufacturing enterprise is amazing. The basic model is never changed, but every unit is still a custom-built job. With forty children in a class, there are forty variations on the basic model. Ordinary permutations and combinations multiply the ultimate number to infinite variety. No assembly-line job is this educational manufacturing process. No artisan in education is ever really sure what sort of product he or she has turned out; whether to be satisfied or discouraged. The net aggregate result for the continuing strength of our democratic system is what counts.

Much of public education's success, or lack of it, is due to the source of the raw material and the environment in which it is nurtured.

Another strange aspect of public education as manufacturing is that the source of the product is also the customer for the product. The manufacturer is dealing directly with the consumer, and depends upon the consumer for the developing excellence of the finished goods.

Education, therefore, is an expensive and complex business—an explosive and volatile business.

<sup>1</sup> An address delivered at Annual Conference on the Direction and Improvement of Instruction and on Child Welfare, Sacramento, California, October 7, 1951.

In developing the analogy of education with business and manufacturing, I certainly do not want to suggest regimentation, assembly-line methods, or a common approach to a complex human enterprise. But when we consider the problem of public relations in connection with education, it is better to place it, for purposes of argument, in a frame familiar to the American scene.

Public relations is simply relations with the public, which in the case of education is at once stockholder, financial supporter, source of material, and consumer. The public profits in relation to the developing excellence of the product.

How can public education, as a phase of government activity in a republic, necessary to the progressive enlightenment of a people who must govern themselves or see freedom perish, reach a more intimate and mutually informative basis with the public it serves?

How can education be taken out of the vacuum in which many of its friendly critics believe it to operate? How little the average citizen knows about the operation of a school department as an apparatus of education!

Somewhere between kindergarten and the twelfth grade, a child is given the opportunity to learn the difference between a duckbilled platypus and the Battle of Hastings; and accumulates a great deal of other related and unrelated information.

But how exactly does that stuff get down to him? Who decides that a first-grader as a rule is not ready for algebra? What is the system for developing the curriculum? Who selects the books? What is the chain of command and the course of the percolation of authority? What does a supervisor do? How does all the money get from the taxpayer's pocket and into the skull of the Lone Ranger in the back row, in the form of information?

The answers to these things are commonplace to educators. But they remain a great mystery to most people, in spite of the mutual efforts of the parent-teacher associations.

Complete knowledge of this operation is a phase of the public relations of the public school systems. How to bring about a common understanding and equal knowledge between the schools and parents is one phase of this problem.

One method would be to send home, by the children, a printed or mimeographed leaflet from time to time explaining some angle of school department operation. Some school people may already do this, but it is probably done only when a bond issue is coming up; or it is done by teachers who are about to ask for an increase in salary.

It should be done at the start of every school year, and offered in such form, and in such interesting brevity, that parents can understand it.

Certainly the school departments have a lot to be proud of, and should tell about it.

To return to the analogy, such a practice would imitate that of great organizations for profit who long ago found that they must keep the public progressively informed of their doings.

Another method is information to the public through the local newspaper. Since the press is set up under constitutional guarantee to the people, newspapers have a conscious regard of their responsibility to give the people information about anything which affects them in keeping alive and effective our democratic processes.

But newspaper reporters and editors are human. If a reporter starts off the school year by calling daily at the office of the superintendent, if he is the chief source of news, and nothing comes of the visits, the reporter will soon weary of wasting his time. He will make his calls on more productive news sources.

It seems to me that it is the job of the person who "knows all" in a school department, to anticipate the call for news and have something which he has taken pains to make interesting or important.

Some school departments have adopted the scheme of appointing some ex-teacher to take charge of "publicity." This is not a good practice, because fairly soon such a person, being human, is sorting out information and withholding some, in fear of making public a matter which might reflect upon someone who has a say in his having such a job.

It is important that some person with final say-so be the contact with the press, able to give firm news and to answer questions, however embarrassing. In some large departments it would be a good thing to extend this authority to certain responsible people down the line in the hierarchy, such as deputies in charge of various departments.

The alternative to multiplying press contacts in a department is for the deputies to keep the superintendent or chairman of the board, if he is the news contact, informed early every day of what is going on.

What is news under this practice? Principally plans for new buildings, additions or alterations; changes in curriculum techniques which can be made interestingly intelligible to parents; new books inserted into class work; changes in personnel; and especially news of exceptional students who may not be star athletes. This includes news of former students who have done something better than average in college, business, the crafts, or the professions, reflecting credit on the school. This sort of thing makes a good human interest story, and usually the school is the best source of such information.

News of the nonathlete reminds me of the university alumni secretary who wrote to the faithful of the sad condition of the football team

and its shabby equipment. He appealed for funds. As a footnote he mentioned that the chemistry building had burned down, and promised to pass along the news of this minor matter if he had space in the next bulletin.

News of nonathletic events could very well be climaxed in each term by exhibits of craft work and other evidence of knowledge accumulated and goals achieved.

This sort of thing may be customary in most school systems. The wisdom of school officials is commended where this is so.

Every now and then it is a good thing for a superintendent to promote, as legitimate and interesting news, what we in newspaper work call a "wrap-up" or "round-up." The story would be about the activities of chemistry or physics classes; shop craft work; the school lunch program; cooking and sewing class work among girls; education of the handicapped; and many others who would bring the schools closer to the community.

Some of this news can be made available through the individual work of responsible school officials and teachers, who could do a good job in talks to luncheon clubs and other gatherings. This is a field much neglected. For some reason luncheon club program chairmen seem to think that some person who comes from miles away has gifts not locally possessed; whereas a better speaker with more to say of local interest could be hit by a rock thrown in any direction.

Teachers, because there are more of them, can do an excellent job in public relations by just being themselves. Two years ago I came across a magazine article entitled "Teachers Are Selling Their Own Profession Short." Wilma Morrison, school editor of *The Portland Oregonian* writing in *The School Bulletin*, charged that "by careless word and deliberate misstatement, teachers day by day are selling their profession so short that they are driving young students away from teaching."

She referred especially to the "dismal I-have-given-the-best-years-of-my-life-and-look-what-I-have-got-out-of-it" routine, which she called "a pervasive miasma" heard wherever teachers get together with friends.

"Chief among complaints is that the public ignores the teacher, and regards him—or her—as without status in the community. Yet teachers should realize that by having children entrusted to them they hold a magic key to the hearts and homes of their neighborhood. Many parents, interested in the teacher and eager to become acquainted, are reluctant in approach for fear that they would be considered apple-polishing for Junior."

If Miss Morrison is correct—and indications are that to some extent she is—and the teachers' attitude has a discouraging effect upon prospective teachers, think of what the effect must be on the public's attitude toward public education!

The reverse of giving out news is suppressing it. Nothing is so challenging to a newspaper reporter as the suspicion that somebody is "holding out on him." Sooner or later he will find out, and public education has lost another public relations round; and confidence, precious possession of any public agency, has been impaired. Many pretexts exist for a school official to withhold news, one of which is that "it's a problem in personnel." Let the editor judge whether the public interest would be served by withholding the facts.

If we are to assume that public education is necessary and important under our democratic system; if we believe that it is vastly expensive; if we are convinced that it is or can be made interesting as a community enterprise; then bringing closer relations between the school and the public for harmonious compatibility is the job of every person in a school department.

No one can proceed on the assumption that because public education has these high qualities, people generally will accept that appraisal as a matter of course. It is a mistake to overestimate the public's information or underestimate its intelligence about public education or anything else.

More information through means available will stimulate the public's interest and sharpen its intelligence about educational matters. Public relations, therefore, is not a matter of finding and using a magic formula. It is a matter of "selling" its people and its purpose to the public.

## INVENTORY OF THE GAINS<sup>1</sup>

HELEN HEFFERNAN, Assistant Chief, Division of Instruction, in charge of  
Elementary Education, California State Department of Education

Schools in America are good and are getting better. You can quote this downright statement to the folks at home. It's true! And we can prove it!

The issue of the *Educator's Dispatch* for August 2, 1951, lists certain indications of progress in education in recent years. This issue was circulated to subscribers during the last week of the summer conference on supervision at the University of California, Los Angeles. I raised the question with that group of mature and thoughtful educators: In what areas do you think we have made measurable progress in education in the past two or three decades?

The responses came thick and fast. The first suggestions related to the more objective areas of progress which could be easily substantiated by reference to available reports. It sounded like a litany:

- Growth in literacy
- Growth in kindergarten education opportunity
- Growth in parent education
- Growth in pupil transportation
- Growth in guidance services
- Growth in special education

And the litany continued:

- Improved certification requirements
- Improved school finance
- Improved school buildings
- Improved instructional materials and methods
- Improved school health services
- Improved child welfare services

And further:

- Increased professionalization of teaching
- Increased teachers' salaries
- Increased emphasis on individual education
- Increased emphasis on group education
- Increased size of unit of school administration

<sup>1</sup> Address delivered at the Annual Conference on the Direction and Improvement of Instruction and on Child Welfare, Sacramento, California, October 10, 1951.

And then the responses came more slowly, naming significant but perhaps less tangible gains:

- Increased professional leadership and a changing role for educational leaders

- Increased democratization of administration

- Increased emphasis on human growth and development

- Increased adaptation of curriculum to meet changing social conditions

- Lessened discrimination in the employment of teachers on the basis of race

- Decreased segregation of pupils on the basis of race

Even with this long list the group did not exhaust the items that should have been included.

In every area progress had been made. And this in a century which promises to be the most violent in the history of mankind. We have experienced the devastation of two wars of world-wide dimensions. During the years of pseudo-peace since the cessation of hostilities in Europe and the Orient, we have witnessed a systematic attack on the basic values of American democracy. We have seen a tendency to depart from our moral commitment to freedom which is a part of the American heritage.

And through all these catastrophic years filled with efforts to coerce conformity, American public education has had an inherent dynamic force that has caused it to move ahead on every front.

We have had pointed out to us the efforts to create mass attitudes toward the public schools without any responsibility to present the facts, the work of enemies who have borrowed the mantle of respectability of education to use in their attempt to destroy education.

We need to be on guard. No area of American life should be immune from thoughtful fact-searching study. We ourselves need to make careful, periodic, systematic examination of educational progress.

The enemies of education attack the schools for not teaching the 3 R's. Let us look for a moment at some facts related to one of the R's. The *New International 1950 Yearbook* (pp. 397-99) reports that in 1949 the daily newspapers in the United States numbered 1,780. Circulation of newspapers in 1949 set a new record of nearly 53 million. In 1949, 142 million magazines were circulated each month—a 50 per cent gain over prewar levels. In 1949, readers paid 500 million dollars for the magazines purchased. In 1950, 11,000 books were published covering every field; of this number only 1,700 were fiction. No comic books are included in these figures. A study by Bernard Berelson for the American Library Association, published as *The Library's Public* (Columbia University Press, New York, 1949), points out that "the young constitute a major segment of the library population; about half of the public library service

goes to them" and "the major body of adult library users consists of young adults." Part of this study shows the regional differential in library use, with the Far West showing 8.3 books circulated per year per capita as compared with the Northeast, 4.2; Midwest, 4.6; Northwest, 3.1; Southwest, 1.6; Southeast, 1. There has been a steady increase in the use of library facilities during the past thirty years, and it is probable that with the rising level of schooling in this country the long-term trend will continue to be upward.

The enemies of public education refuse to seek such facts as are revealed by these statistics, collected for a totally different purpose than the defense of education. The very success of the school in achieving its purposes is the reason for the attack. So long as the school remains a place where children and youth are taught to accept their own subordination, where they are not taught to analyze the conditions of life about them, where they are not taught how to think, education constitutes no threat to those who fear social mobility or resist social change. Education has a major responsibility for giving young people an understanding of what is going on in the world—a world that Walter Reuther describes as a world engaged in a gigantic struggle for the hearts, the minds, and the loyalties of men.

#### GROWTH IN SCHOOL LUNCH PROGRAM

Let us look briefly at a few of the gains of recent years in one development, the school lunch program. Within the memory of all of us is the controversy among school administrators about whether it was a proper function of the school to operate a nutrition program. Certain school officials opposed such an innovation vigorously. And this in spite of the fact that *you can't teach hungry children!* What has happened? In 1932, the federal government began supporting the school lunch program on a small scale. In 1946, the National School Lunch Act was passed for the purpose of safeguarding the health and well-being of the children of our country and to encourage the domestic consumption of agricultural commodities. Under this program, funds are appropriated to aid the schools in providing school lunches. The law contains a matching requirement which is applied in the states according to the per capita income of the residents in relation to the per capita income of the United States.

James M. Hemphill, Supervisor of the School Lunch Program for the State Department of Education, has provided some interesting figures on developments in California:

## GROWTH OF SCHOOL LUNCH PROGRAM

<i>Year</i>	<i>Schools Participating</i>	<i>Children Participating</i>
1946-47.....	1,500	250,820
1947-48.....	1,800	302,106
1948-49.....	2,100	361,778
1949-50.....	2,400	445,140
1950-51.....	2,700	509,038

## FEDERAL FUNDS FOR SCHOOL LUNCH PROGRAM

<i>Year</i>	<i>Federal Appropriation</i>	<i>Allocated to California</i>
1947-48.....	\$54,000,000	\$2,042,769
1948-49.....	58,875,000	2,376,404
1949-50.....	64,625,000	2,712,997
1950-51.....	68,295,000	3,197,370

The Federal Government is making a 68-million-dollar investment in school lunches, so we need not attempt to teach undernourished children.

## GROWTH IN KINDERGARTEN OPPORTUNITIES

Kindergarten education was introduced in this country about a hundred years ago. The movement in the United States may be divided into three stages. During the first period, approximately 1850-1880, the movement was advanced by individual proponents. The second stage, 1880-1900, was characterized by the formation of associations and philanthropic agencies interested in founding kindergartens for neglected and underprivileged children. Hundreds of these associations sponsored the establishment of kindergartens during these two decades. The third stage, which overlaps the previous one, was marked by the gradual incorporation of the kindergarten into the public school system.

The U. S. Office of Education reports the rapid growth of kindergarten enrollments: 1,252 in 1873; 17,000 in 1883; 66,000 in 1893; 225,000 in 1900; 482,000 in 1920; 750,000 in 1930. This 1930 figure represented only 30 per cent of children of kindergarten age. School budget curtailment in the depression years caused a decline in kindergartens, but the reports of 1945-46 showed 764,622 enrolled in kindergartens in 31 states reporting.

Research in child development institutes in all parts of the country have pointed to the strategic importance of the early years of life. Parents, school authorities, health, recreation, family and public welfare agencies, professional and lay organizations have worked to create an aroused public interest in and insistence on an expansion of educational

programs for young children. The importance of increasing and intensifying safeguards around the period of development of young children is recognized by the medical world, including pediatricians and psychiatrists, by educators, as well as by socially minded laymen.

In 1947, kindergartens began to share in State support of the public school system in California. In 1950-51 the enrollment of children in kindergarten was 135,078, which was approximately 70 per cent as many as were enrolled in the first grade, 190,435, in the same year. Ten years earlier, in 1940-41, the ratio was 70,596 to 113,351, or only about 60 per cent. We are definitely making gains in safeguarding the dynamic process of growth and development, which will assure the young child's future.

#### GROWTH IN PARENT EDUCATION

Few more significant or productive areas of progress can be found than those in which parent-teacher relationships are being explored and developed. Experimental evidence is available to show that teachers can work more effectively if they know the out-of-school experiences of children at home and in the community. Parents have recognized their need to know more about child care and development. Effective co-operation between parents and teachers on problems of mutual concern promise improved practices in home, school, and neighborhood. The growth in parent-teacher association membership in the nation is stupendous. In 1947, 28,000 associations with a membership of 4,400,000 were reported. In California a gain has been made over the years to which parents and teachers alike may point with satisfaction. In 1925, membership in the California Congress of Parents and Teachers was approximately 40,000. The mid-century witnessed this figure pushing the one million mark. The numerical growth is interesting and objective but more significant has been the growth in methods of working together. In addition to the traditional group meetings, parent workshops help parents to understand the methods as well as the objectives of the schools. Individual parent-teacher conferences are replacing outdated formal methods of reporting on pupil progress. Parent-teacher work is becoming increasingly the subject of college courses. Summer conferences of one or two weeks are being jointly sponsored by the National Congress and the state congresses to work on organized home-school co-operation and problems that arise in effective parent-teacher relationships. The California Congress is a pacemaker in these activities in addition to continuing support of education in the legislature, through scholarships and the organization of study groups.

## EXPANSION OF SERVICES TO HANDICAPPED CHILDREN

No story in education is more heart-warming than the record of growth in interest and service to children who deviate materially from the physical, mental, or behavioral norm. The story is complex because it involves so many types of deviation. Special education, according to Francis Doyle, Chief of the Bureau of Special Education, has been greatly expanded during the past ten years. The increase in state subsidies to school districts and county superintendents of schools, the enactment of mandatory legislation, the growth in public understanding and appreciation of the needs of youngsters who are different have contributed to this expansion. California's growth has probably been greater than that of any other state in this field. One measure is state apportionments, which have increased from \$100,000 in 1929 to almost \$5,000,000 in 1950. California has pioneered special programs for cerebral palsied and mentally retarded children.

Reports in April, 1951, from about 70 per cent of the school districts of California indicated that the number of children with various types of special problems who were receiving service were as follows:

Deaf .....	700	Mentally retarded .....	13,869
Hard-of-hearing .....	4,236	Emotionally maladjusted .....	1,699
Speech defectives .....	53,215	Mentally gifted .....	70
Blind .....	182	Lowered vitality .....	3,947
Partially seeing .....	961	Needing corrective	
Crippled .....	3,606	physical education .....	12,230
Cerebral palsied .....	1,315		
Epileptic .....	246	Total .....	96,276

This is notable evidence of progress. We deplore the fact that nearly 60,000 children in these various categories are reported as receiving no service, but we recognize that the data show a program with a superb record of service—good and getting better.

## IMPROVEMENT IN GUIDANCE SERVICES

Donald Kitch, Chief of the Bureau of Occupational Information and Guidance, who has been a sensitive observer of developments in guidance over the past decade or two, responded as follows to the question: What have been the developments in guidance?

I think that the outstanding development in the field of school guidance and personnel work during the past 20 years has been the gradual emergence of a mature concept of the function and purpose of school guidance programs. Guidance services in the public schools originated

near the beginning of the present century as "child guidance" clinically-oriented services in the elementary schools and as "vocational guidance" services in the high schools.

Today guidance is concerned with the furthering of the social and emotional growth of all individuals served by the schools. It is directed toward the prevention of personal maladjustments as well as toward the treatment of maladjustments after they become apparent. It represents the attempt of the school, at all grade levels, to focus our knowledge of applied psychology and social work techniques in such a manner as to aid each individual in his growth toward social and emotional maturity. This is a job for parents, teachers, administrators, and various types of specialists working as a team.

It is difficult to provide statistical evidence pointing up the increasing acceptance of such a concept. About the best that can be done is to present typical bits of evidence showing the increasing attention which is being given to guidance services in schools:

1. Last year County Superintendent of Schools Walter G. Martin, of Fresno County, organized an evaluative study of the guidance programs in the 16 high schools in his county outside of the city of Fresno. Each of these schools had an organized program in some stage of development, all of them started during the past five years.

2. In 1950, Daniel W. Langston, formerly a guidance-attendance co-ordinator in San Diego County, completed a study of the growth of guidance services provided by 46 of the 58 counties in California. Typical findings include the following:

The number of guidance personnel employed by county offices increased steadily between 1928 and 1943. A more rapid increase was apparent after 1943, and by the 1948-49 school year there was an average of one county-level guidance worker for each 5,000 daily attendance in schools served by the county.

During the 1928-29 school year, no county provided guidance services. By 1938-39, services were offered by 13 per cent of the counties and by 1949 by 70 per cent. Reports indicated that by 1960 83 per cent of the counties will provide guidance services.

These are typical. Evidence of developments in nearly every city or county is available.

#### IMPROVED SCHOOL DISTRICT ORGANIZATION

Emmett Berry, Chief of the Bureau of School District Organization, was asked: What progress are we making in school district reorganization? He stated that this is an activity that promises many improvements in overcoming the inequalities that exist in financing the costs of education in California and increasing educational opportunities for students. The intensity of the efforts to develop better and stronger school district

organization in California began in 1945. For a four-year period the State Commission on School Districts directed an educational program and a state-wide survey of school district organization in every county. Since October 1, 1949, this work has been continued through county committees on school district organization under the direction of the State Board of Education. Through the efforts of these groups, over a six-year period, and the work of many educators and individuals, the number of school districts in California has changed from a total of 2,559 to 2,049, a decrease of 510 districts. At the same time, and of more importance, there has been an increase of 22 unified school districts and 88 union school districts. With every one of these stronger administrative units there should have come improved administrative practices, increased educational opportunities for the students, and a more equalized financing of the costs of education. To those engaged in directing improvement in the educative processes, increased opportunities are offered by these better organized school districts through the fact that time and efforts may be concentrated in areas where there are a lesser number of schools and a greater number of graded attendance centers.

The present effort to develop stronger and better organized school districts is increasing in many areas of the state. Reports from the Bureau of School District Organization indicate that a large number of elections for the organization of new unified school districts or new or larger union school districts will occur this year. This continuation of the effort to improve school district organization offers many opportunities for leadership in every community in every county where elections are scheduled.

The foregoing illustrations could be multiplied in a score of fields. Limitations of time preclude the possibility of giving anything that approaches adequate coverage of the accomplishments in education. Analyzing the gains is a task that needs to be done in every school district and county. Educators themselves are notoriously critical of education. Much of the most devastating criticism of schools and teaching originates with the perfectionists in our ranks. My purpose in reviewing certain of the gains we have made is expressed in Philippians 4:8.

... whatsoever things are true,  
 whatsoever things are honest,  
 whatsoever things are just,  
 whatsoever things are pure,  
 whatsoever things are lovely,  
 whatsoever things are of good report;  
 if there be any virtue and if there be any praise, think on these things.

And let us do more than think about these things that are *true* and *honest* and *just* and *pure* and *lovely* and of *good report*. Let us speak of

them so that all our people everywhere may have an impregnable defense against those who see neither virtue nor praise but would play on public susceptibility to the destructive forces of criticism for their own aggrandizement.

Our task is to inventory the gains in every school in America to prove unmistakably to those who want the facts that the schools of America are good and are getting better.

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